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ABSTRACT

This book was developed as a practical guide for use by school personnel in the planning and development of school curriculum. The first two sections present outlines of the statutes, regulations, and policies pertaining to school curriculum and teacher preparation in North Dakota. A description of the curriculum development process includes a general curriculum planning guide and an outline of sequential planning steps for local curriculum development. Brief descriptions are also provided of developing experimental programs and noncourse activities. Specific descriptions are offered of the contents of academic subject areas taught in grades K-12, including in each case: (1) a statement of the philosophy underlying the course; (2) course objectives; (3) teacher preparation necessary for teaching the course; (4) grade level; (5) suggested course credits; (6) purpose of the course; and (7) primary emphasis of the course. Identical course outlines are provided for vocational education programs. (JD)

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DEPARTMENT OF PUBLIC INSTRUCTION

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A Guide for
CURRICULUM PLANNING
K-12

Fourth Edition

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Dr. Joseph C. Crawford, Superintendent
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Bismarck, North Dakota 58505

September, 1983

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FOREWORD

This book was developed as a practical guide for use by school personnel in the planning and developing of school curriculum. Curriculum development is an ongoing process.

With the state and national emphasis on excellence in education, there is a greater need for schools to plan carefully to provide a program commensurate with the interests and abilities of the students. Curricular and instructional planning need to vary with local conditions in terms of the school's philosophy and goals, school size, facilities, school personnel, the level of financial resources, and student and community involvement.

It is our hope that this publication will be helpful to schools interested in ensuring that their school program is meeting present and future needs. The present educational objectives should serve as the prime guide. It must be emphasized that this publication is a curriculum planning guide.

We wish to extend our appreciation to members of the North Dakota Curriculum Council and all educators who assisted the Department in this endeavor.

Dr. Joseph C. Crawford
Superintendent of Public Instruction
Bismarck, North Dakota 58505

September 1, 1983

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CURRICULUM STATUTES, REGULATIONS AND POLICIES

I. North Dakota Statutes

A. General (K-12)

1. "In all schools instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit and respect for honest labor of every kind." (Article VIII, Section 149 Constitution of North Dakota)

2. "The legislative assembly shall take such other steps as may be necessary to prevent illiteracy, secure a reasonable degree of uniformity in course of study, and to promote industrial, scientific and agricultural improvements." (Article VIII, Section 151 Constitution of North Dakota)

3. School Board Responsibilities

   a. School boards shall determine and establish courses of study which shall be followed in addition to those courses prescribed or approved by the Superintendent of Public Instruction or by law. (North Dakota Century Code (NDCC) 15-29-08)

   b. School boards shall adopt, alter and repeal rules and regulations for the reception, organization, grading, government and instruction of pupils. (NDCC 15-29-08)

4. Required Subjects

   All students in public and private schools who are sufficiently advanced to pursue same must be taught spelling, reading, writing, arithmetic, language, English grammar, geography, United States history, civil government, nature studies, elements of agriculture and physiology and hygiene. (NDCC 15-38-07)

5. Animal Care

   Oral instruction in the humane treatment of animals shall be given in each public school. (NDCC 15-38-11)

6. Conservation

   Instruction on conservation of natural resources including irrigation and conservation of water and soil must be included in all public schools. (NDCC 15-47-24)

7. Health

   a. Alcohol and drug education

      (1) Special and thorough instruction concerning alcohol and drugs and their effect on the human system must be provided. (NDCC 15-38-07)

      (2) Each public school must provide a minimum of one hour of instruction on temperance annually on the third Friday in January. (NDCC 15-38-05)

   b. Disease education

      Simple lessons on the nature, treatment and prevention of tuberculosis and other contagious and infectious diseases, shall be provided. (NDCC 15-38-07)

8. Moral Instruction

   Each teacher in the public school must provide moral instruction tending to impress upon the minds of pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, international peace, respect for honest labor, obedience to parents and deference to old age. (NDCC 15-38-10)

9. Physical Education

   Physical education shall be taught as a regular subject to all pupils in all public schools. Schools are directed to "adopt such methods as will adapt progressive physical exercise to the development, health and discipline of the pupils." (NDCC 15-38-09)

10. Period of Silence for Meditation or Prayer

    All teachers in public schools may specify at the beginning of the first class of the day that a maximum of one minute period of silence will be observed for meditation or prayer. A school board may establish a consistent policy for all schools in the district. (NDCC 15-47-30.1)

11. Reading of Bible Optional

    The Bible shall not be deemed a sectarian book. At the option of the teacher, it may be read for a period not to exceed ten minutes daily, but no sectarian comment shall be made. A child may not be required to read it or to be in the room at the time of the reading. (NDCC 15-38-12)

B. Elementary (K-8)

In addition to the general (K-12) section the following items relate specifically to instruction in the elementary grades:

1. Health

   a. Pupils in grades 4-8 are to be taught lessons in hygiene for not less than four lessons each week for ten weeks each school year. (NDCC 15-38-07)

   b. Pupils in grades 1-3 are to receive not less than three oral lessons in hygiene each week for ten weeks annually. (NDCC 15-38-07)

2. Kindergarten Curriculum

   The school board shall establish a curriculum for kindergarten. All kindergartens shall provide at least six weeks of classroom instruction. The school board shall determine whether kindergarten shall be provided on a half-day or a full-day basis. (NDCC 15-45-02)

3. Social Studies

   a. Pupils from the seventh through the twelfth grade must receive 81 hours of instruction on the Constitution of the United States and the Constitution of North Dakota at some point(s) within those six years of instruction. (NDCC 15-38-08 and 15-47-37)

   b. Pupils in grades 1-6 shall pledge their allegiance to the flag preceding each day's study. (NDCC 15-47-37)

   c. Students shall receive instruction concerning the words and music of the national anthem so they are able to recite or sing the words and recognize the music by the time the students complete the sixth grade. (NDCC 15-47-37)

C. Secondary (9-12)

In addition to the general (K-12) section the following items relate specifically to instruction in the secondary school:

1. Student Program

   In all high schools it must be made possible for each student to complete at least four credits of work each year. (NDCC 15-41-06)

2. Course Time Requirements

All credit courses shall be taught for a minimum of 120 hours per credit. Science and other laboratory courses must be taught for a minimum of 150 hours per credit. (NDCC 15-41-06)

3. State Course of Study

All courses and the grade in which they are taught in all high schools shall conform to state courses of study provided by the Superintendent of Public Instruction. (NDCC 15-41-07)

4. Minimum Curriculum

The following units of study shall be made available to all students in each public and private high school at least once during each four year period if such high school is to receive approval by the Department of Public Instruction.

Course Area	Number of Credits
1. English	4
2. Mathematics	3
3. Science	4
4. Social Studies	3
5. Health and Physical Education	1
6. Music	1
7. Six units from a combination of	6
the following course areas:	22 units

Business Education
Economics and the Free Enterprise System
Foreign Language
Industrial Arts
Vocational Education -- home economics, agriculture, office education, distributive education, trade/industrial/technical and health education.

Each public or private school may count for purposes of compliance with this section those vocational education courses which are offered through cooperative arrangements approved by the State Board of Vocational Education. (NDCC 15-41-24)

5. Social Studies

Students from the seventh grade through the twelfth grade must receive 81 hours of instruction on the Constitution of the United States and the Constitution of North Dakota at some point(s) or within those six years of instruction. (NDCC 15-47-37)

II. Standards and Criteria for Accreditation

In addition to the statutory requirements, the Department of Public Instruction has issued the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle, and High Schools. These standards are included in the Administrator's Resource Manual for North Dakota Schools. (DPI, 1982)

A. General

Philosophy and Goals

Each school shall have a written philosophy and goals. (Accreditation Standards III.)

B. Elementary (K-8)

1. Required Courses and Time Allotments

   a. Specific weekly time allotment recommendations relative to the length of the instructional periods for languagre arts, social studies, science and mathematics are listed.

   b. Required time allotted to sequential programs in physical education, art and music is listed. (Accreditation Standards III.C.1., Appendix B and C)

2. Informal Program Evaluation

   Each elementary school unit shall develop a written plan for the ongoing evaluation of the effectiveness of the instructional program.
   (Accreditation Standards III.C.2.)

3. Instructional Materials

   a. Textbook replacement.

      A replacement schedule is to be developed.

   b. Sequencing of curriculum.

      The school shall utilize either a basic K-6 textbook series or a locally developed curriculum in language arts and mathematics. The school shall move towards the textbook adoption or curriculum development in science and social studies.
      (Accreditation Standards VI.B.1-2.)

C. Junior High/Middle School (Grades 6-8)

1. Required and elective courses.

2. Each school shall demonstrate it has identified seventh grade students with low achievement in communication skills and is providing instruction.
(Accreditation Standards III.B.1-2)

D. Secondary

1. Minimum student units provided annually.

2. Minimum two year offerings.

3. Credit for services/programs through cooperative arrangements.
(Accreditation Standards III.A.1-3)

III. Policies

Establishing a Schedule for Alternated Subjects

To facilitate the transfer of students from one school to another, the following subjects, if alternated, should be offered according to the schedule listed below:

School Years Beginning with an Odd Number (Example: 1983-84)	School Years Beginning with an Even Number (Example: 1984-85)
Grades 7-8: Life Science	Grades 7-8: Earth Science North Dakota Studies
Grades 9-12: English I, III Chemistry U.S. History World History	Grades 9-12: 9-12 English II, IV Physics PDP, Government Citizenship Geography, Orientation

TEACHER PREPARATION--STATUTES, REGULATIONS AND GUIDELINES

I. Documents containing teacher preparation statutes, regulations and guidelines relevant to North Dakota teachers have been developed by the following agencies:

A. Department of Public Instruction, Bismarck, North Dakota 58505

Statutory Requirements for All Schools (K-12)

Guidelines and Regulations for North Dakota Educator's Professional Certificate

North Dakota Century School Code - 1981

15-36-01	Teacher Certificates
15-20.1-03	Vocational Education
15-41-25	High School Teacher Qualifications

Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools

II. Instructional Personnel
  A. Secondary Teacher Preparation
  B. Junior High/Middle School Teacher Preparation
  C. Elementary Teacher Preparation

B. State Board for Vocational Education, Bismarck, North Dakota 58505

North Dakota Vocational-Technical Education Program Standards

C. North Central Association of Colleges and Schools,
1540 - 30th Street, Boulder, Colorado 80306

Policies and Standards for the Accreditation of Secondary Schools

Section B. IV. Professional Staff

Policies and Standards for the Accreditation of Junior High/Middle Schools

Section C. VI. The Staff

Policies and Standards for the Accreditation of Elementary Schools

Section B. IV. The Professional Staff

II. Guidelines for teacher preparation may be available from professional organizations. The names and addresses of educational organizations for each major subject area are included for your convenience:

National Council of
Teachers of English
1111 Kenyon Road
Urbana, IL 61801

National Council for
the Social Studies
3501 Newark Street NW
Washington, DC 20016

National Business Education
Association
1914 Association Drive
Reston, VA 22091

National Council of
Teachers of Mathematics
1906 Association Drive
Reston, VA 22091

American Alliance for
Health, Physical Education,
Recreation and Dance
1900 Association Drive
Reston, VA 22091

National Association for the
Education of Young Children
1834 Connecticut Avenue NW
Washington, DC 20009

National Art Education
Association
1916 Association Drive
Reston, VA 22091

National Science Teachers
Association
1742 Connecticut Avenue NW
Washington, DC 20009

The Council for Exceptional
Children
1920 Association Drive
Reston, VA 22091

Music Educators National
Conference
1902 Association Drive
Reston, VA 22091

International Reading
Association
800 Barksdale Road
Newark, DE 19711

American Council on the
Teaching of Foreign Languages
579 Broadway
Hastings-on-Hudson, NY 10706

American Vocational Association
2020 North 14th Street
Arlington, VA 22201

American Industrial Arts
Association
1914 Association Drive
Reston, VA 22091

LOCAL CURRICULUM DEVELOPMENT

I. CURRICULUM DEVELOPMENT: A PROCESS

Curriculum development is a complex process requiring many kinds of decisions. Schools need to make decisions relative to the general aims and the more specific objectives related to major areas or subjects of the curriculum.

The manner in which schools make curricular decisions is crucial to the implementation and effectiveness of the various instructional programs. Some of the alternatives that come to mind are: unilateral decisions by central office administrations, decisions by directors and/or school principals, recommendations from short term, ad hoc or administrator/teacher committees, and recommendations from ongoing standing study committees composed primarily of teachers selected to represent a particular discipline who are knowledgeable and considered leaders in their field.

The latter alternative is the one utilized by a growing number of schools over the last several years. This procedure is a sound procedure for making curricular decisions for most schools.

Standing curriculum study committees provide schools with an opportunity to develop a core of knowledgeable "experts" from their own staff who can validate and facilitate the decision making processes. Such committees should provide for input from teachers, administrators, boards of education, parents, students and interested citizens. Outside consultants with certain special knowledge should be utilized when the committees have a felt need for such assistance.

When applicable, standing curriculum committees should be composed of teachers representing the various grade levels K-12. For example, the composition of the Social Studies Standing Curriculum Committee might be composed of eight teachers; two from each of the following: primary (K-3), intermediate (4-6), junior high school (7-9) and senior high (10-12). A chairman for the committee might be elected from the committee members, selected by the administration or an administrator might be designated to serve as chairman of the committee.

Responsibilities of Standing Study Committees

1. To determine the philosophy and goals of the various disciplines in keeping with the overall district philosophy and goals.

2. To evaluate the existing programs.

3. To recommend the adoption of new basic instructional materials when appropriate.

4. To recommend alternative methods and materials to enhance the basic programs so that teachers will be better able to adjust instruction to the needs and interests of the students.

5. To provide for the articulation of the instructional program from one level to another.

6. To provide the opportunity for other interested parties to have input in curricular matters and in the decisions which are made.

7. To keep up-to-date on current issues, research and new instructional materials in their field.

8. To develop proposals for curriculum changes and content in the area of subject for which they have a responsibility.

9. To recommend the establishment of subcommittees to perform certain functions such as to develop curriculum materials during the summer months.

10. To recommend inservice activities needed to implement new programs or to provide for the continuing professional growth of staff members.

11. To recommend teacher travel to educational meetings which have implications for curricular programs.

12. To keep teachers, administrators and board of education members informed as to scheduled meeting and actions taken at meetings by memoranda to be circulated districtwide.

One of the major functions of standing curriculum study committees is to propose curricular changes as deemed necessary to update and upgrade the curriculum at any or all grade levels. A format for curriculum proposals should be developed by the schools as a guide for the various committees. A sample format for proposals is shown as follows:

Format for Curriculum Proposal

Section I. Statement of Proposal

Section II. Rationale and Need

- A. History of present curriculum
- B. Reasons for proposed changes in present program

Section III. Objectives of Proposal

- A. Summary of objectives of proposal
- B. Specific objectives

Section IV. Procedures for Program Development and Coordination

List the steps used in planning the proposal

A. Study group participation
B. Evaluation of research data
C. Resources utilized in preparation of proposal
D. Resource people used in planning stages

Section V. Implementation

A. Inservice training necessary to implement program
B. Indicate special training required for instructional staff to implement program
C. Equipment and materials
D. Space requirements
E. Class selection
F. Time periods

Section VI. Evaluation

A. Methods of evaluating program
   1. Questionnaires and surveys
   2. Achievement scores
   3. Other methods of evaluation
B. Plans for regular feedback

Section VII. Estimated Costs of Program

A. Estimated expense for planning total program
B. Estimated expense for personnel to conduct program
C. Estimated expense for materials and equipment
D. Other expense

A districtwide committee, Curriculum Council, of teachers and administrators is useful in evaluating the various proposals for curricular changes emanating from the various curriculum committees. Such a council might be composed of one teacher from each of the following levels: primary, intermediate, junior high and senior high, and one teacher representing a special area such as art, music, etc. In addition, the Curriculum Council should include one administrator from the elementary level, junior high level and secondary level, if appropriate. Consideration should also be given to student and parent representatives on the Curriculum Council.

The function of the Curriculum Council would be to receive, review and make recommendations to the administration relative to the desirability of as well as the possibility for the implementation of the proposals emanating from the various study committees.

II. A CURRICULUM PLANNING OUTLINE

I. Curriculum design:

A. The curriculum design is the basic plan for organizing learning experiences and teaching techniques.

1. Curricular needs should be identified and priorities established.

2. Placement of specific elements of content for each level or grade should be determined.

a. Content is always selected to achieve teaching and learning objectives.

b. Content may be obtained from more than one discipline.

c. Content should consider ethnic groups, career education, civil defense education and environmental education.

d. Content or factual information should be used to explain, to illustrate main ideas and to develop basic concepts.

(1) Concepts should be developed from each discipline's factual information.

(2) Concepts should be used for developing scope and sequence.

(a) Scope is developed by assigning priority to the concepts.

(b) Sequence can be developed by using a hierarchy of concepts (simple to the complex) or by using a few major concepts which will then be expanded through different content at different levels.

3. Curriculum Structure should be established.

a. By developing a unique local program.

b. By purchasing many different resources and organizing the information for teaching in such a way as would best suit local needs.

c. By purchasing a text or commercial program that fits the established objectives.

4. Teaching approach should be determined.

   a. The interdisciplinarian approach is recommended for the elementary program because the self-contained classroom lends itself to integration of all subjects into a single lesson.

   b. The single discipline approach is most often utilized at the secondary level because the level of knowledge often requires advanced levels of teacher preparation.

   c. Either method is equally applicable to the junior high level.

5. Each local school must establish the teaching techniques and which learning processes will be emphasized.

   a. Instruction is a guide to what to do to achieve certain objectives.

   b. Learning describes what happened.

   c. There are many patterns of learning and no one teaching method meets the varying needs of all children. It is vitally important to provide alternatives in the educational program.

   d. Learning is an active, not a passive, process and must involve participation in a task rather than merely listening and absorbing.

   e. Learning of knowledge should not be the end goal of the educational process. Knowledge should be selected carefully and should be used as a basis for inquiry into persistent issues that will confront the learner.

      (1) Inquiry has been called the discovery method, problem solving, the scientific method, inductive thinking and deductive thinking.

      (2) Inquiry is a tool by which a student is motivated through realistic problem situations in which he must think critically for himself.

   f. Instruction is highly dependent upon the teacher's knowledge of the subject content. Even more important the knowledge is the teacher's perception of his/her individual role. The teacher's main job is not to dispense knowledge but to become a fellow inquirer, questioner and consultant.

        g. The primary objective of the teacher is to develop human potential.

        h. The school has a role in transmitting certain cultural, social, and political values such as empathy, mutual respect and loyalty to the democratic process.

        i. The school should also provide the kind of value-education that frees the learner to make his own value choices and to choose among alternatives.

    [illegible]. Long-range plans for evaluation of teaching and learning must be made.

        a. Evaluation is a continuous process of diagnosing, appraising and measuring the effectiveness of teaching and learning in terms of the curriculum objectives.

        b. Teaching techniques and curriculum policies may need to be changed.

        c. Evaluations identify basic learnings students may have missed and need to be retaught or reinforced.

        d. Progress in achieving objectives depends on how much the curriculum planners are guided by the results of evaluation.

II. Teaching Resources:

A. Selecting and developing instructional materials by the school is a vital part of the teaching/learning process in the school.

1. Instructional materials should be selected/developed that respond to these questions.

    a. What do we want our students to become?

    b. What should our students value?

    c. What should our students be able to feel, see, hear, smell and touch?

    d. What do we want our students to learn to get pleasure from?

    e. What do we want our students to understand about themselves and others?

    f. What do we want their actions and reactions to be when dealing with other people?

g. What goals do we think would be worthy ones for our students to work for and commit themselves towards?

2. A multimedia approach is recommended in obtaining the above goals.

   a. Reference books, reference tools (indexes to periodicals, and bibliographies) current and back issues of periodicals.

   b. Audiovisual materials such as films, filmstrips, slides, pictures, transparencies, charts, tape recordings, and computer software.

   c. Movable and flexible class arrangements for individual, small group and large group instruction.

   d. Use of community resources, i.e., churches, clubs, schools, families, hospitals, nursing homes, business places.

   e. Speakers of all ages who have varied interests, talents and experiences to share.

III. The Teacher:

A. The quality of any program depends upon the teacher. Therefore, the local school district should provide activities for teacher improvement and encourage teachers to seek self-improvement. Teachers should be encouraged to participate in graduate study, visit and observe special programs, and develop special experience from:

   a. Workshops and institutes

   b. Inservice programs

   c. Professional organizations

   d. Community affairs

   e. Experimental research with new materials

   f. Personal reading

   g. Professional journals

   h. Planned travel

III. A "RECIPE" FOR LOCAL CURRICULUM DEVELOPMENT

I. Establish and finance a strong curriculum committee.

A. A standing committee should be assigned to continuous curriculum study and curriculum development.

Schools could have five curriculum committees each with specified responsibilities at all grade levels (K-12).

- a. Fine Arts (music, art, drama)
- b. Language Arts (English, reading, speech, journalism, foreign languages)
- c. Vocational (local advisory committee for each program area)
- d. Analytical Subjects (science, math)
- e. Social Subjects (social studies, health, physical education, guidance, driver education)

B. Membership should be drawn from school board, administration, teaching staff, parents and students.

A committee might consist of:

1 School Board Member
3 Elementary Teachers
2 Secondary Teachers
1 Administrator or Principal
3 Students
2 Parents
12 Total Members

or

4 Parents, one of which should be a school board member
4 Students
4 School Staff
12 Total Members

C. The committee should be empowered to:

1. Determine goals and objectives.
2. Set up an overall framework for the discipline under study.
3. Define scope and sequence for each grade level.
4. Coordinate with other areas to prevent overlap or omission.

II. Conduct an extensive analysis of the present curriculum.

- A. Consider standardized test data.
    1. Compare your school's average with state and national norms.
    2. Compare averages between testing dates. Watch for significant increase or decrease in average scores in a specific area when the same group is retested at two or more year intervals.
- B. Locate or design a test to measure curriculum, rather than students.
    1. Diagnostic tests for students at several grade levels to isolate weaknesses and outline patterns of educational growth.
    2. Skill tests to indicate the presence or absense of basic skills. Several grade levels could be tested to provide a pattern of where these skills are actually gained.
    3. Comparison testings of graduating students and community members to determine similarity of knowledge level.
- C. Survey student attitudes and opinions.
    1. Solicit widely representative student opinions about the present curriculum.
    2. Utilize commercially marketed examinations designed to measure student attitudes.
- D. Survey community opinions.
    1. Interview parents concerning the education of their children.
    2. Interview employers concerning the recent graduates they have hired.
    3. Interview business, professional and religious leaders.
- E. Interview recent graduates.
    1. Ask college students about their transition into advanced studies. Determine weaknesses in their preparation.
    2. Ask terminal students about their acceptance in the job market, the ease of gaining employment and the transition from school to job.

3. Inquire about their degree of confidence in conducting business, establishing residences, purchasing insurance, participating in government, interpreting laws, and establishing and maintaining interpersonal relationships.

4. Request their opinions about strengths and weaknesses of the educational program.

F. Examine the records of college students.

1. Establish the presence of scholastic awards, scholarships or other indications of academic success.

2. Compare entrance and exit ratio.

3. Profile grades received or use other means of comparison.

G. Catalog teacher and resource strengths.

1. Determine which teachers can successfully use techniques such as discovery/inquiry, discussion, simultaneous group work, project approach, etc.

2. Inventory resources, including multimedia materials as well as printed texts.

3. Analyze administrative variables such as scheduling patterns, space usage, use of library and study halls, use of correspondence courses, etc.

4. List all fields of teacher preparation. Establish gaps and overlaps so recruiting for vacancies can be done with more than one area in mind.

H. Check dropouts at all levels.

1. Interview dropouts--determine unsatisfied needs and alienating factors.

2. Analyze source of pressure for dropping out--peer influence, parental, economic, unresponsive curriculum, teacher attitude, etc.

III. Determine the extent of changes to be made.

A. Isolate ineffective areas--decide how many grade levels are affected and what subject areas are included.

B. Determine which portions of the curriculum should be retained.

1. Are some teaching techniques succeeding even where the curriculum in general appears weak?

2. Are some community resources or guest speakers consistently successful?

3. Which student experiences should be retained (are science projects, term papers, student government elections, etc. worthwhile)?

4. Are some semester elective courses succeeding? Will they fit into a revised program?

C. How can changes best be accomplished?

1. One subject area or more?

2. One grade level or more?

3. Change only in curriculum--or accompanying changes in teaching methods, etc.?

D. What special help is needed?

1. Financial?

2. Time?

3. Material, information and advice?

4. Joint program with other schools?

E. Establish a schedule of suspense dates.

1. Establish a list of tasks to be accomplished.

2. Rank them in order of priority.

3. Match time available to this ranking.

4. Delay if necessary to complete planning.

IV. Design the new or revised program.

This area will vary widely dependent upon a variety of local factors. All of the following areas should be considered when revising the curriculum or adding new courses:

A. Establish "exit" objectives.

What should the students be able to do after they have finished this period of instruction? What special ability or knowledge will they have gained? How should their opinions or attitudes have changed? What is the minimum level of achievement?

B. Determine which proficiencies the students have when they enter the program.

What is their level of social and intellectual maturity? What basic or advanced skills do they possess? What is the extent of their knowledge in those areas unique to this program? Must they demonstrate a minimum level of accomplishment in order to enter this program? Is a certain chronological age a prerequisite for the program (e.g. driver education), should entrance be based on achievement or preliminary skills (e.g. band) or should completion of preceding units of instruction be required (e.g. English)?

C. Establish the steps that will take the students from their entrance level to the exit level.

D. Decide whether every student should acquire an identical "core" of knowledge.

E. Provide variation, where possible, for differences in student interest, career objectives, abilities and learning methods.

F. Provide localization, where possible, to capitalize on parental, environmental, community and staff resources.

G. Ensure close sequencing with similar or continuing programs at adjacent class levels.

H. Consider state laws and regulations, programs of other schools in the region, state and national projects and trends.

I. Allow easy adjustments to staff changes.

J. Preplan the evaluation of the entire program and set a definite date for conducting this evaluation.

(If step IV.A. is carefully and completely accomplished, most of the plans for evaluation will be self-evident.)

V. Accomplish the evaluation as planned.

EXPERIMENTAL PROGRAMS - 00070

An experimental project is a planned and controlled activity designed to develop new and improved educational experiences.

Experimental projects may be changes in regular practice which schools wish to carry out in response to needs of students, needs of the community or needs of the school. Any courses which schools offer for credit which do not appear in the most recent edition of the Curriculum Planning Guide are experimental projects and must be approved by the Department of Public Instruction prior to implementation. Such courses must also be reported on the personnel form (form MIS03) submitted to the Department of Public Instruction as experimental programs - 00070.

Educators should monitor student and community needs and plan courses to meet identified needs. Schools must file an application for approval of any experimental project with the Experimental Projects Approval Board, Department of Public Instruction, prior to the time that the project is begun. The application does not require a specific form but must include the following information:

1. A summary of student or community needs which will be met by this experimental project and how these needs were determined.

2. A concise, but complete, description of the course or project.

3. A brief summary of the preparation of the teacher or teachers who will teach the experimental project.

4. The number and grade levels of students to be involved in this project.

5. The amount of credit to be awarded students (in Carnegie units or portions thereof) and how this credit level was determined.

6. A description, in as much detail as necessary, of the means by which this course will be evaluated. Part of this evaluation may include the process by which students are evaluated. The evaluation must be more comprehensive than just the determination of student grades, however, and must determine whether the course itself meets the needs which have required its existence.

The application will be reviewed by the Experimental Projects Approval Board. The three persons on the Board are: Director of Secondary Education (Chairman), Director of Elementary Education and the Curriculum Coordinator. Any action of the Board reached by a unanimous vote is final. Any action by the Board reached by less than a unanimous vote may be appealed either by the requesting school or a dissenting Board member to the Assistant Superintendent for Instruction of the Department of Public Instruction.

The Experimental Projects Approval Board will supervise an approved project and ensure that the required evaluation is completed.

By following these rather stringent procedures for the initiation of new course areas or other departures from normal school practice, the Department of Public Instruction hopes to document those courses or practices which are successful and thereby modify the course listing of the Curriculum Planning Guide and provide assistance to schools experiencing similar needs.

NONCOURSE ACTIVITIES

There are many activities related directly with the learning processes which do not take place in the formal classroom setting. The personnel performing these activities need to have special training and/or unique abilities in order to reach the established goals and objectives of the school.

SUPERINTENDENCY 00050
ASSISTANT SUPERINTENDENCY/ ADMINISTRATIVE ASSISTANCE 00051

Activities of the chief executive officer of a school administrative unit working directly under a board of education, or in private schools, responsible to an advisory committee or official board, or in the absence of a board, who makes decisions directly related to the instructional program.

COUNTY SUPERINTENDENCY 00055

Administrative activities of a county superintendent on a county level.

PRINCIPALSHIP, ELEMENTARY 00001
PRINCIPALSHIP, ELEMENTARY, ASSISTANT 00002
PRINCIPALSHIP, MIDDLE SCHOOL 00005
PRINCIPALSHIP, MIDDLE SCHOOL, ASSISTANT 00006
PRINCIPALSHIP, JUNIOR HIGH SCHOOL 00007
PRINCIPALSHIP, JUNIOR HIGH SCHOOL, ASSISTANT 00008
PRINCIPALSHIP, SECONDARY 00010
PRINCIPALSHIP, SECONDARY, ASSISTANT 00011

Assigned activities of the administrative officer of an individual school within a school system to whom has been delegated major responsibility with commensurate authority for the direction of all aspects of the program. It includes consultation and supervision of teachers and students.

SCHOOL PSYCHOLOGICAL SERVICES 00035

The School Psychologist is part of an interdisciplinary team and shares in the team's responsibilities to identify handicapped and gifted students and develop appropriate programming. Functions include 1) assessment (social-emotional, behavioral, intellectual, and perceptual-motor), 2) individual program planning and monitoring in keeping with state and federal regulations, 3) counseling students for attitude and behavioral change, and 4) consultation/inservice for parents and teachers in assessment interpretation and behavior development.

COORDINATION 00061

Assigned activities of a staff member which have the purpose of unifying programs for the accomplishment of common objectives. Activities may be within the school system or between programs within the school and programs outside the school.

DIRECTORSHIP 00062
DIRECTORSHIP, ASSISTANT 00063

Assigned activities involving a broad central office segment of related functions, such as student services or curriculum planning and implementation, but functioning within defined and limited autonomy such as vocational education, special education, athletics and music.

AUDIOVISUAL ADMINISTRATION 00065

Audiovisual services for teachers and students include activities such as preparing, caring for, and making available instructional materials such as films, filmstrips, transparencies, tapes and software.

COUNSELING/GUIDANCE 00066

Guidance services for students include activities of counseling with students and parents, providing consultation with other staff members on learning problems, evaluating the abilities of students, assisting students to make educational and career plans and choices, assisting students in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for students.

COUNSELING/GUIDANCE, VOCATIONAL 00067

Activities directed of helping students develop and accept an integrated and adequate picture of themselves and their roles in the "World of Work." The purpose of vocational guidance is to enhance students' abilities to make wise and realistic career choices.

LIBRARY MEDIA ADMINISTRATION 00068

Activities involving the administration of a library media program including the selection, acquisition, organization, dissemination, production and utilization of print and nonprint resources.

RESOURCE ROOM SUPERVISION/ STUDENT CONSULTATION 00064

A scheduled time during the school day allotted for supervision of one or more students and/or student consultation.

STUDY HALL SUPERVISION 00069

A scheduled time allotted for supervision of one or more students engaged in informal individual study of assignments. Although discipline is important, the ability to give assistance in a broad range of subjects should take precedence.

OTHER NONCOURSE ACTIVITIES 00071

These activities would include all other assigned duties not specifically identified and coded elsewhere in this section.

INSTRUCTIONAL PREPARATION 00072

A scheduled time within the school day for instructional preparation. Time free from teaching and/or supervisory duties that is not specifically devoted to instructional preparation and is not required to be spent in the school building should be coded as "Other Noncourse Activities 00071."

TEACHER-PUPIL PLANNING AND STUDY 00073

Activities in which teachers and students jointly plan activities and assess past activities. This time may also include student study under the supervision of the teacher.

RECESS 00074

A scheduled time allotted for the supervision of nonstructured student activities prior to the start of the school day, during periodic breaks in the school day, during the noon hour and following the completion of the instructional part of the school day.

IN-SCHOOL SUSPENSION 00075

Activities scheduled to monitor students who remain in school but who require special supervision.

TRAVEL 00076

Scheduled travel between school assignments.

NONCREDIT ACTIVITIES

The school instructional program may include courses for which students do not receive credit applicable toward graduation or completion of a program of studies.

HUNTER SAFETY 00040

Level: 5-12
Purpose: To provide a hunter safety instructional program. Content: Activities designed to assist students in learning how to safely load, unload, fire, carry, transport, store and maintain the five action types of firearms commonly used for sporting purposes and in acquiring knowledge to enable hunters to respect public and private property, hunters and nonhunters views and attitudes, wildife, and one's self.

BASIC SKILLS 00042

Level: 9-12
Purpose: To provide opportunities for student improvement in basic skills. Content: Activities scheduled in the reading, math and language arts area. Teachers identify individual needs, then select materials and methods from a wide variety of high - interest resources available to meet the student's need.

REMEDIAL READING 00043

Level: 9-12
Purpose: To provide a pull-out and/or classroom program designed to provide remedial reading instruction. Content: Activities in reading which improve the achievement of underachieving students. Classroom and remedial reading staff work closely to identify participants and formulate a schedule that does not cause a student to miss reading in the regular classroom.

MOTORCYCLE RIDER COURSE 21031

Level: 9-12
Refer to Motorcycle Rider Course 21031 on page 53 for course description.

EDUCATIONAL PROGRAMS

- ART
- BUSINESS EDUCATION
- CAREER EDUCATION
- COMPUTER EDUCATION
- DRIVER AND TRAFFIC SAFETY EDUCATION
- ECONOMICS AND THE FREE ENTERPRISE SYSTEM
- ENGLISH LANGUAGE ARTS
- FOREIGN LANGUAGES
- HEALTH
- HOME ECONOMICS
- INDUSTRIAL ARTS
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION
- PREELEMENTARY EDUCATION
- SCIENCE
- SOCIAL STUDIES
- SPECIAL EDUCATION PROGRAMMING

ART

PHILOSOPHY

The school has a responsibility to develop and deepen students' abilities to express themselves through a variety of art experiences. The fundamental basis for teaching art must include both the personal involvement and also a study of the impact that art has always had upon the spirit of man in his attempts to express his hopes, fears and frustrations.

All students should understand the universality of art through time; that all cultures have practiced and enjoyed art; that art stimulates self-expression, fosters self-confidence and permits divergent thinking; that art involves emotional, intuitive and subjective responses; and that art represents a satisfying way of enhancing or expressing the entire human experience in the education of the whole child.

Creative experience is a valuable goal of education. It must be sought continuously for as many students as possible.

OBJECTIVES

1. To provide a planned sequence that includes basic fundamentals of art, theory and practice.
2. To nurture pride in individual creativity.
3. To increase understanding of the importance of art in times past and the place of art in today's world.
4. To teach skills and methods in using two-dimensional and three-dimensional materials.
5. To promote multiple avenues of expression in realizing the final artistic statement.
6. To reveal the rewards of creativity through physical, mental and emotional efforts.
7. To promote in students the ability to speak and understand the vocabulary of art.
8. To enable students through a variety of techniques and media to express feelings and to communicate their feelings to the viewer.
9. To integrate art into the total curriculum.
10. To build for students a strong background of good art principles which students will use to express their own ideas.

TEACHER PREPARATION

Teachers with major/minors in art may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools*. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

ART 02001

Level: K-6
Purpose: To provide a broad range of developmental art experiences for all students. *Content*: Two and three-dimensional activities and a step-by-step plan for learning the basic theories and vocabulary of art at all grade levels. Art activities may be incorporated into other subject areas. *Emphasis*: Principles of line, form, color, texture and space.

JUNIOR HIGH

ART 02005

Level: 7-8
Refer to Art 02001 for course description.

SECONDARY

ART 02020

Level: 9-12
Credit: ½ or 1
Purpose: To provide overall art experiences for students in schools scheduling only one course in art. *Content*: Two and three-dimensional laboratory lessons, art background and historical understandings. *Emphasis*: Fine and commercial aspects of art.

ART, FUNDAMENTALS OF 02021

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with an overview of art. *Content*: Basic concepts of art and practice in utilization of the basic materials. Should include drawing, painting, design and various crafts. *Emphasis*: Vocational aspects of art in the commercial world.

ART HISTORY 02011

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with an understanding of art through mankind's history. Content: Reasons why artists produced specific kinds of work in their historical eras; awareness of trends in the mainstream of art, past and present; and familiarity with the great artists of each movement. Emphasis: Respect for achievements of the past. May concentrate on a single era -- The Ancient Worlds, Renaissance and Medieval, Classicism, Rise of Modernism, Contemporary Trends.

COMMERCIAL ART 02050

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To familiarize students with processes and materials used in commercial art studios. Content: Creation of projects to be used by the school and individuals; career possibilities in colleges and art schools; conditions as nearly like a commercial studio as possible, i.e., deadlines, rough drafts, conferences with client, layouts, lettering, completed work critiques, delivery and billing. Emphasis: Immediate use of the completed project, as is actually practiced in commercial studios.

COLOR AND DESIGN 02022

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To acquaint students, by actual laboratory work, with principles governing color theories and basic elements of design. Content: Color harmony combinations, design elements from line, geometric form construction and theories of balance, both symmetrical and asymmetrical. Styles of design patterns for various cultures -- American Indian, Oriental, other ethnic groups -- should be included. Emphasis: Basic elements of art.

CRAFTS 02024

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with theory and practice in basic crafts. Content: Historical backgrounds of the craft areas taught; pride in workmanship and excellency of products; and commercial thrust of individual crafts in today's market. Includes leather, ceramics, software (weaving, paper and fabric) new media (acrylics and plastics) and possibly wood, metal work and lapidary. Emphasis: Hands-on experiences.

DRAWING 02025

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To acquaint students with a variety of drawing materials and their characteristics. **Content**: Different supports used in drawing; overview of ways drawing has been utilized, past and present; great artists who used or use drawing as their chief instrument of communication; ways to achieve textural effects, as well as depth and form, in individual work; and media to include pencil, ink, conte', pastel, markers and others. **Emphasis**: Experimentation with drawing.

PAINTING 02026

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with a laboratory for individual expression. **Content**: Characteristics of each medium stressed. Students should have access to artists' work to study techniques and potentials of the medium. Fundamental differences between the opaque media (oil, acrylic, gouache and egg tempra) and the transparent media (watercolor, ink and some acrylic) should be demonstrated and applied in practice. Various types of supports should be utilized -- hot and cold pressed boards, papers, masonite, canvas board and canvas.
Emphasis: Individual creative activities.
Special Note: Individual students may reenroll if course is fully individualized.

PHOTOGRAPHY 02060

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To familiarize students with the processes and materials used in photography. **Content**: The study of the tools, materials and processes used in photography. Learning activities include experiences using cameras, developing negatives, and making contact prints, enlargements and mountings.

PRINTMAKING 02028

Level: 9-12
Credit: ¼ or ½
Purpose: To supply students with theory and practice in graphics.
Content: Knowledge of the widespread use today of graphics in the fine arts and in the advertising world. Use of silk screen and serigraphy processes. **Emphasis**: Experimentation with graphics media.

SCULPTURE 02029

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to tools and materials peculiar to sculpture. Content: Basic techniques for additive and subtractive processes; laboratory sessions using stone, wood, wire, clay, plastics, wax, paper, software and found objects; and study of positive and negative space, mass and volume for creation of individual works. Encompasses bas relief, in-the-round mobile and stable structures. Emphasis: Individual creative activities.

BUSINESS EDUCATION

PHILOSOPHY

Business education is designed to develop in students attitudes, knowledge and understanding concerned with business principles and practices; as well as management, secretarial and accounting skills; plus skills in typewriting or keyboarding, data processing, information processing and business machine operation, which are all necessary for a career in business.

Business education provides business and economic understanding, consumer information and business information which are needed by every citizen and consumer as they apply to personal use and/or activities in the business world.

OBJECTIVES

1. To provide students with an understanding of the consumer's viewpoint and an awareness of the economic welfare of society.

2. To provide an opportunity to develop an understanding of business work ethics.

3. To provide an opportunity to gain information about potential careers in the business world.

4. To provide knowledge and tools to properly execute personal business affairs.

5. To provide skills in keyboarding, information and data processing, and computer programming.

6. To provide background skills and knowledge used in pursuing advanced training in a postsecondary institution.

7. To provide business skills, knowledge, abilities, and attitudes to successfully perform in a beginning job in business.

8. To provide an opportunity to develop management and leadership skills through participation in business student organizations.

TEACHER PREPARATION

Teachers with major/minors in business education may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

Business education may be integrated with other subject areas.

JUNIOR HIGH

TYPEWRITING 03005

Level: 7-8
Purpose: To provide typing skills. Content: A combination of subject matter and practice experience to develop knowledge and skills in typewriting.

COMPUTER LITERACY 03006

Level: 7-8
Refer to Computer Literacy 23001 on page 48 for course description.
Note: See also Computer Literacy 11007 and 13007 on pages 93 and 108.

SECONDARY

Note: For courses eligible for vocational office education reimbursement please refer to pages 161-166.

Secondary - Accounting

ACCOUNTING I 03031
(Bookkeeping I)

Level: 9-12
Credit: ½ or 1
Purpose: To introduce students to bookkeeping principles. Content: A combination of subject matter and practice experiences concerned with elementary principles of accounting, accounting terminology and basic knowledge necessary to keep a simple set of books. Emphasis: Personal and small business bookkeeping.

ACCOUNTING II 03032
(Bookkeeping II)

Level: 9-12
Credit: ½ or 1
Student Prerequisite: 1 unit of Accounting I 03031
Purpose: To provide students with detailed accounting knowledge. Content: Includes more complex accounting transactions and the preparation of financial statements and reports. Emphasis: Actual books, based on simulated companies.

RECORDKEEPING 03037

Level: 9-12
Credit: ¼ or ½
Purpose: To provide simplified bookkeeping skills. Content: Simple, commonly used financial records which often are concerned with personal, family, club and small business needs. Less technical than Accounting I. Emphasis: Clerical level bookkeeping.

Secondary - Business Education

BUSINESS COMMUNICATIONS 03060

Level: 10-12
Credit: ¼ or ½
Purpose: To provide a special English review for business students. Content: Oral and written English as it applies to business including correctness and clarity in style, vocabulary in business correspondence, memorandums, formal and informal reports and writing of minutes. Emphasis: Correct English usage in business communication.
Special Note: See also Business English 05076, page 61.

BUSINESS MATHEMATICS 03050

Level: 9-12
Credit: ¼ or ½
Purpose: To provide a business oriented mathematics review. Content: Mathematics as it applies to business problems. It would include: the decimal numeration system; ratio, proportion, and percent; and measurement and graphs. Emphasis: A review of basic arithmetic as it applies to business.
Special Note: See also Consumer Mathematics 11145, page 94.

BUSINESS LAW 03090

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with details of transaction laws. Content: Principles of law as they relate to business transactions including contracts, insurance, loans, sales, negotiable instruments, partnerships, corporations and property. Emphasis: The individual's rights and the responsibilities under the law.

CONSUMER EDUCATION 03150

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with business related consumer knowledge. Content: The economic welfare of the consumer and consumer groups in everyday life including money management, purchasing and utilization of goods and services, banking, investments, credit, evaluation of consumer research and product testing, and the role of the consumer in the economy. Emphasis: Consumerism as it affects business.
Special Note: See also Today's Consumer 09018, page 82 and Consumer Education 15050, page 120.

INTRODUCTION TO BUSINESS 03230
(General Business)

Level: 9-12

Credit: ½ or 1

Purpose: To provide students with an overview of business. Content: An introductory study of business, how business meets consumer needs and wants, economic principles, desirable business practices and awareness of career opportunities in the field of business. Emphasis: Knowledge and appreciation of the business economic system.

RETAILING 03320

Level: 9-12

Credit: ¼ or ½

Purpose: To acquaint students with careers in retail trade. Content: Opportunities in, development of, and present status of the retailing structure. Emphasis: Employment opportunities.

SALESMANSHIP 03330

Level: 9-12

Credit: ¼ or ½

Purpose: To provide sales information to interested students. Content: The how, when, why, and what of selling, and analysis of sales motivation. Emphasis: Opportunities in sales careers.

SUPERVISED WORK EXPERIENCE 03360

Level: 11-12

Credit: ¼, ½ or 1

Purpose: To provide opportunity for students to develop and/or improve work skills in an actual employment setting. Content: An instructional plan which combines supervised community employment and school instruction. A training plan consistent with the occupational objectives of the student shall be developed for each student. In addition, a training agreement shall be developed with each cooperating employer. Students are paid minimum wage by the employer and are granted released time from school.

Secondary - Office Machines

BUSINESS MACHINES 03100

Level: 9-12

Credit: ¼ or ½

Purpose: To provide students with employment skills on various business equipment. Content: A combination course encompassing adding and calculating machines, transcribing machines, ten-key electronic calculators, voicewriting machines and microprocessors.

COMPUTER LITERACY 03160

Level: 9-12
Credit: ¼ or ½
Refer to Computer Literacy 23010 on page 48 for course description.
Note: See also Computer Literacy 11088, 13050 and 14022 on pages 94, 110 and 162.

COMPUTER PROGRAMMING 03161

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Recommended: Data Processing 03170 or Data Processing Fundamentals 14020
Refer to Computer Programming 23012 on page 49 for course description.
Note: See also Computer Programming 11089, 13051 and 14023 on pages 94, 110 and 162.

COMPUTER PROGRAMMING, ADVANCED 03162

Level: 10-12
Credit: ½ or 1
Student Prerequisite: 1 unit of Computer Programming
Refer to Computer Programming, Advanced 23015 on page 49 for course description.
Note: See also Computer Programming, Advanced 11090, 13052 and 14024 on pages 94, 110 and 162.

DATA PROCESSING 03170

Level: 9-12
Credit: ¼ or ½
Purpose: To introduce students to the fundamentals of data processing. Content: Principles and procedures in processing business data, using manual, mechanical, electromechanical and electronic processes.

Secondary - Office Procedures

BASIC OFFICE SKILLS 03283

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354
Purpose: To introduce students to office skills and occupations.
Content: Advanced typewriting, office machines, filing, and other skills and knowledges necessary before enrolling in 03280 and 03281.

CLERICAL OFFICE PRACTICE 03280

Level: 10-12
Credit: ½, 1 or 2
Purpose: To prepare students for a clerical office position. Content: General office skills and procedures, attitudes and work habits; dress and grooming; job application skills; office telephone techniques; data processing; typewriting; transcribing from voice-writing machines; operating all types of common office machines; computing, filing, sorting, checking and recording data; and limited accounting and recordkeeping activities.

FILING AND RECORDS 03220

Level: 9-12
Credit: ¼ or ½
Purpose: To provide the students with the skills needed for filing, storage, retrieving and recording information. Content: A wide range of study experiences such as filing systems and their management; storage and retrieval of business records; rules of indexing; evaluation of various methods of filing; uses of filing equipment and supplies; automated filing procedures; and the operation of an efficient records system including forms, design, and transfer and disposition of records.

SECRETARIAL OFFICE PRACTICE 03281

Level: 10-12
Credit: ½, 1 or 2
Purpose: To refine and integrate students' secretarial skills. Content: Secretarial office skills and procedures; shorthand and transcription techniques; attitude and habits; dress and grooming; job application skills; office machine operations; voicewriting machines; filing, and other practices and procedures used by secretarial employees on the job.

Secondary - Shorthand

NOTEHAND 03342

Level: 9-12
Credit: ½
Purpose: To improve students' ability to take notes. Content: A simplified alphabet or symbol system of shorthand for personal use. Includes information on how to take notes when working with printed materials, listening to lectures, or when participating in discussions or meetings. Emphasis: Personal use of shorthand.

SHORTHAND I 03343

Level: 9-12
Credit: ½ or 1
Purpose: To introduce students to a shorthand system. Content: Study and practice activities concerned with the basic theory of shorthand, including the shorthand alphabet, brief forms, phrasing principles and abbreviating principles and the development of fluency in writing shorthand outlines.

SHORTHAND II 03344

Level: 9-12
Credit: ½
Student Prerequisite: Shorthand I 03343
Purpose: To refine students' shorthand skills. Content: A review of the principles of shorthand, shorthand vocabulary, speed and accuracy in taking dictation, and transcription of shorthand dictation. Emphasis: A bridge between shorthand theory and advanced courses.

Secondary - Typewriting

PERSONAL TYPEWRITING 03351
(Keyboarding)

Level: 9-12
Credit: ¼ or ½
Purpose: To provide keyboarding skills. Content: A combination of subject matter and practical experience to develop knowledge and skills in keyboarding.

TYPEWRITING I 03353

Level: 9-12
Credit: ½
Purpose: To develop touch-typing skills. Content: Subject matter and practice activities to develop mastery of the keyboard through the touch system.

TYPEWRITING II 03354

Level: 9-12
Credit: ½
Student Prerequisite: Typewriting I 03353
Purpose: To continue improvement in typewriting or keyboarding skills. Content: The improvement of basic typewriting techniques in order to produce business correspondence, manuscripts, letters, tables and documents with practice in following instructions, solving problems, composing and preparing a neat and usable copy.

TYPEWRITING III 03355

Level: 10-12
Credit: ½
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354
Purpose: To provide students with job-entry typewriting skills.
Content: Typewriting speed and accuracy development is continued and integrated with the basic production of business correspondence, reports and business forms. Additional practice in proofreading, error correction, rough draft, composition at the typewriter and direct dictation on the typewriter.

TYPEWRITING IV 03356

Level: 10-12
Credit: ½
Student Prerequisite: Typewriting III 03355
Purpose: To provide students with maximum typewriting skills.
Content: Supervised, concentrated application of typing skills to the production of practical business correspondence, forms and reports. Competence in typing of numbers and symbols for statistical and data processing is also included. Specialized typewriting problems in the medical, legal and technical areas may be taught.

CAREER EDUCATION

PHILOSOPHY

Career education is an integral lifelong process. It prepares individuals to become personally fulfilled, economically self-sufficient and responsive to their responsibilities as productive citizens. The fundamental concept of career education is that all aspects of education--curriculum, instruction, counseling and working--should be involved in this process.

Career education is an integration of learning and doing which involves both vocational education and academic education. It is a total education concept which should permeate all education.

Career education is a continuous process. It extends from kindergarten through the productive life of every individual. Career education also involves returning to the educational system to gain further competencies in one's career or to change career direction. Career education functions through the total efforts of public and private education, the home, the community, state and federal agencies.

OBJECTIVES

1. To provide experiences and activities which develop an awareness of a wide variety of career possibilities.
2. To provide an opportunity for career exploration activities and programs designed for the identification of individual potentials and interests.
3. To enable students, at any level, who exit an educational program to continue at the next level or be placed in a job at entry level or above.
4. To promote lifelong opportunities to acquire knowledge and develop skills necessary for job entry, advancement or transition.

TEACHER PREPARATION

The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY/JUNIOR HIGH

Career education is to be integrated into the regular instructional program. However, if taught separately in the junior high the following coding is to be observed:

CAREER EXPLORATION 20005

Level: 7-8
Purpose: To provide the opportunities to explore various careers. Content: Background information on various career fields. Emphasis: To gain a general understanding of the various career fields.

SECONDARY

CAREER DEVELOPMENT 20050

Level: 9-12
Credit: ¼ ½, or 1
Purpose: To provide students with ability to make career choices. Content: Background information on career fields, self-evaluation techniques, career awareness skills, decision making skills, personal economics, communication skills and job exploration. Emphasis: On-site experiences with workers in various career fields.

COMPUTER EDUCATION

PHILOSOPHY

Computer education provides a variety of opportunities for students to learn to understand and use the computer in their own lives. Basic computer literacy as well as a general proficiency in the application of the computer in a number of different settings is fostered and encouraged. Students may use word processing in English and language arts classes, electronic "spread sheets" in business courses, and simulations and problem solving programs in social studies and science programs.

In addition to a general program intended to build skills in using the computer in school and personal settings, most schools will offer technical computer science courses to prepare the students who may wish to develop specific skills such as programming for use in a vocational or higher academic setting. Optional computer science courses which focus on advanced electronics, robotics or other appropriate subjects may be developed in some schools.

OBJECTIVES

1. To enable students to become confident users of computer technology.
2. To provide an understanding of the capability of computers and their effects on daily living.
3. To provide meaningful hands-on experiences.
4. To provide opportunities for integrated computer activities in other subject areas.
5. To allow students to explore career opportunities in computer related areas.

TEACHER PREPARATION

Teachers with major/minors in computer education may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. Teachers with major/minors in science, mathematics and business education teaching computer education should refer to their appropriate subject area for the course codings. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

Computer education may be integrated with other subject areas. However, if taught separately the following codings are to be observed:

COMPUTER LITERACY 23001

Level: 5-6
Purpose: To provide opportunities to develop computer literacy skills. Content: A combination of subject matter and practice experiences to develop knowledge and skills in the use of the computer for learning. Emphasis: Integration with assignments in the other subject areas

KEYBOARDING 23002

Level: 5-6
Purpose: To provide keyboarding skills. Content: A combination of subject matter and practice experiences to develop knowledge and skills in keyboarding (typing) for personal use/microprocessors. Emphasis: Integration with assignments in the other subject areas.

JUNIOR HIGH

COMPUTER LITERACY 23005

Level: 7-8
Refer to Computer Literacy 23001 for course description.
Note: See also Computer Literacy 03006, 11007 and 13007 on pages 38, 93 and 108.

KEYBOARDING 23006

Level: 7-8
Refer to Keyboarding 23002 for course description.

SECONDARY

COMPUTER LITERACY 23010

Level: 9-12
Credit: ¼ or ½
Purpose: To enable students to understand the principles of computers and computer operation and to provide opportunities for hands-on experiences. Content: The components and functions of computer systems, input and output media, control processing units, internal processing procedures, console and inquiry functions and programming elements; role of computers in society; utilization of computers and various programs.
Special Note: Students must have access to a microcomputer and/or a computer terminal.
Note: See also Computer Literacy 03160, 11088, 13050 and 14022 on pages 41, 94, 110 and 162.

COMPUTER PROGRAMMING 23012

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Recommended: Data Processing Fundamentals 14020 or Data Processing 03170
Purpose: To provide computer programming skills and the opportunity to practice those skills. Content: Students will learn to program a computer in any one of the common languages, e.g. COBOL, BASIC, FORTRAN or Pascal.
Special Note: Students must have access to a microcomputer and/or computer terminal.
Note: See also Computer Programming 03161, 11089, 13051 and 14023 on pages 41, 94, 110 and 162.

COMPUTER PROGRAMMING, ADVANCED 23015

Level: 10-12
Credit: ½ or 1
Student Prerequisite: 1 unit of Computer Programming
Purpose: To extend and enhance programming skills. Content: Includes further experiences with programming languages and disc file management. Emphasis: Learning additional programming language(s).
Note: See also Computer Programming, Advanced 03162, 11090, 13052 and 14024 on pages 41, 94, 110 and 162.

DRIVER AND TRAFFIC SAFETY EDUCATION

PHILOSOPHY

The purpose of driver and traffic safety education is to improve the quality of human decisions and performance tasks related to the transportation system in a manner that encourages continuous improvement. To the degree that we are successful in attaining this goal, we increase the probability that people will be able to travel from origin to destination safely, expeditiously, conveniently and economically, thereby serving both the individuals and society.

OBJECTIVES

Traffic safety objectives.

1. To provide learning experiences designed to enable students to live safely and efficiently, create safer environments and participate in desirable and/or necessary activities with minimum risk of becoming involved in accidents.
2. To provide a sequential in-school traffic safety education program for students K-12 designed to develop knowledge, skill and understanding appropriate to the maturity of the student in the areas of pedestrian safety, bicycle safety, school vehicle rider safety and vehicle passenger safety.

Driver and traffic safety objectives.

1. To prepare students with at least minimum performance capabilities for entry into the highway traffic system as vehicle operators.
2. To equip students with knowledge and thought processes that will enable them to make wise decisions in situations that could lead to impaired driving performance, e.g. alcohol, drugs, fatigue, emotions and vehicle maintenance.
3. To help students acquire the insights and motivations needed to become fully functioning operators and responsible members of the system.

TEACHER PREPARATION

The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

Safety education may be integrated with other subject areas, however, if it is taught separately the following coding is to be observed:

SAFETY EDUCATION 21001

Level: 1-6
Purpose: To provide learning experiences designed to enable students to live safely and efficiently, create safer environments and participate in desirable and/or necessary activities with a minimum risk of becoming involved in accidents. Content: Activities designed to enable students to live safely and efficiently, create safer environments and participate in desirable and/or necessary activities with a minimum risk of becoming involved in accidents. Emphasis: Factors which contribute to and/or cause accidents to occur.

SAFETY EDUCATION 21005

Level: 7-8
Refer to Safety Education 21001 for course description.

SECONDARY

ONE PHASE PROGRAM--CLASSROOM ONLY 21010

Level: 9-10
Credit: None
Purpose: To provide classroom driver education instruction. Content: A minimum of four weeks (20 class periods) of instruction on vehicle safety.
Special Note: Examinations and completion certificates are available from the Department of Public Instruction.

TWO PHASE PROGRAM--CLASSROOM AND BEHIND-THE-WHEEL 21014

Level: 9-10
Credit: ¼ or ½
Purpose: To provide students with integrated driver education experiences. Content: An absolute minimum of 30 hours classroom instruction and a minimum of 6 hours of supervised behind-the-wheel instruction. Emphasis: Additional time should be provided for individual differences.

THREE PHASE PROGRAM--CLASSROOM, BEHIND-THE-WHEEL AND SIMULATION 21015

Level: 9-10
Credit: ¼ or ½
Purpose: To provide an integrated program containing extensive simulated driving situations. Content: Students may receive four hours of instruction on a driving simulator in lieu of one hour of behind-the-wheel instruction. Emphasis: Traffic environments and driving emergencies.
Special Note: Students must receive a minimum of three hours of behind-the-wheel instruction in addition to simulation.

THREE PHASE PROGRAM--CLASSROOM, BEHIND-THE-WHEEL AND MULTI-CAR DRIVING RANGE 21016

Level: 9-10
Credit: ¼ or ½
Purpose: To provide an integrated program containing extensive driving under controlled conditions. Content: Students may receive two hours of driving time on the multiple car driving range in lieu of one hour of behind-the-wheel instruction. Emphasis: Improvement of perceptual judgment, decision making and psychomotor skills.
Special Note: Students must receive a minimum of three hours of behind-the-wheel instruction in addition to range driving.

FOUR PHASE PROGRAM--CLASSROOM, BEHIND-THE-WHEEL, SIMULATION AND MULTI-CAR DRIVING RANGE 21018

Level: 9-10
Credit: ¼ or ½
Purpose: To provide students with a comprehensive program of driver education. Content: Sequential use of classroom, simulation, multiple-car driving range and behind-the-wheel instruction. Emphasis: Safer and more efficient highway use and knowledge about the highway transportation system. Students must receive a minimum of two hours of behind-the-wheel instruction.

MOTORCYCLE RIDER COURSE 21031

Level: 9-12
Credit: None
Purpose: To provide students with the knowledge and skills necessary to bridge the experience gap and to provide students with preparation that establishes fundamental safety habits and attitudes. Content: Sequential classroom and on-cycle instruction. A minimum of 22 hours is required. (See Department of Public Instruction Motorcycle Rider Course Regulations.)

ECONOMICS AND THE FREE ENTERPRISE SYSTEM

PHILOSOPHY

The free enterprise system is an essential component of America's past and present. Its basic foundations were built and developed within the framework of America's social, political and economic life.

OBJECTIVES

1. To provide students with an understanding of the principles of economics.
2. To offer students an opportunity to apply this knowledge during a detailed analysis of the existing structures and operations of the business community.

TEACHER PREPARATION

Teachers with major/minors in economics may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY/JUNIOR HIGH

Concepts, generalizations and objectives for economic education are included in the regular instructional program.

SECONDARY

AMERICAN ENTERPRISE IN WORLD TRADE 22281

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To acquaint students with trends and actions in world trade. Content: World conditions and how they affect the American free enterprise system. Emphasis: Impact of world conditions on agricultural markets and prices.

COMPARATIVE ECONOMIC SYSTEMS 22241

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To provide students with an overview of different economic systems. Content: Theoretical economic systems, applications of these economic systems by world nations and differences in structure and function of the various selected world economics. Emphasis: The evolution of the American economic system.

CONTEMPORARY ISSUES IN FREE ENTERPRISE 22291

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To provide students with an opportunity to examine issues affecting the free enterprise system. Content: Issues and events drawn from current American or world society. Emphasis: Reactions within the economic community to contemporary events or issues.

COOPERATIVE MARKETING 22225

Level: 9-12
Credit: ½
Purpose: To provide students with a detailed knowledge of cooperative marketing and consumer's cooperatives. Content: Problems involved with the movement of goods from the producer to the consumer. Cooperative marketing as a possible solution to these problems. Includes cooperative marketing, consumer's cooperatives and service cooperatives. Emphasis: Cooperative marketing of agricultural products. Special Note: Either this course or Cooperative Marketing 15069 on page 120 meets the intent of Section 15-41-07 of the North Dakota Century Code.

FREE ENTERPRISE IN NORTH DAKOTA 22251

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To provide students with a detailed knowledge of how the free enterprise system applies to North Dakota. Content: Economic aspects of agriculture, role of state government and role of marketing structures. Emphasis: Current status of the North Dakota economy.

THE FREE ENTERPRISE SYSTEM 22211

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with a background on economic principles and their application to the American economy. Content: Types of business ownership, theory of the free enterprise system, general economic principles, role of government and economic terms and definitions. Emphasis: American application of the free enterprise system. Special Note: This course is intended as the introductory course and should be considered as a possible prerequisite for students to complete prior to advancing to any of the other courses listed in this section.

ENGLISH LANGUAGE ARTS

PHILOSOPHY

Language arts programs in elementary and secondary schools involve reading, listening, speaking and writing. Reading and listening are receptive arts through which experiences are gained. Speaking and writing are expressive arts through which experiences are shared. All are controlled by the thinking process. Reading and listening require similar thought processes, such as interpreting main ideas, finding supporting details, perceiving relationships, summarizing and organizing ideas, detecting emotions, grasping significance, and understanding purposes. Speaking and writing also require these thought processes but from a different point of view. Language arts includes the physical and intellectual skills and the positive attitude that make communication and cooperation possible.

Language is a form of behavior which is learned by individuals through experience and imitation. To provide a complete program of instruction, all teachers must understand the process and sequence of language development.

Language arts has as its primary purpose instruction in the skills of reading, listening, speaking and writing. In addition, language arts instruction at every grade level should include opportunities for reading, listening, oral and written communication, the study of English language and its use, and the development of an appreciation for varied literary forms. For maximum results, a sequential language arts program should be developed. English electives may be offered at the option of the individual school based upon the needs of students and the community and in accordance with the strengths and qualifications of language arts teachers.

Schools have a responsibility to provide a sequential kindergarten-through-twelfth-grade language arts program. Language arts teachers have responsibilities to accept all students at their levels of ability and to develop those abilities to the fullest extent possible.

TEACHER PREPARATION

Teachers with major/minors in English may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools.* Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

LANGUAGE ARTS 05001

Level: 1-6
Purpose: To develop the skills and knowledge necessary for listening, speaking, writing and reading. Content: Subject matter and experiences concerned with knowledge, understanding and skills designed to develop competencies in the use of language. Emphasis: Oral language involving reception (listening), and expression (speaking), and written language involving reception (reading), and expression (writing).

REMEDIAL READING/BASIC SKILLS 05002

Level: 1-6
Purpose: To provide a variety of diagnostic and remedial activities designed to correct and prevent further reading difficulties which interfere with the students' expected progress in developing reading skills, understanding and appreciation. Content: Activities designed to improve the oral and silent reading skills, vocabulary development, comprehension, critical reading, speed and the adjustment of reading techniques to varying needs. Emphasis: Correction of reading difficulties which interfere with the pupils expected progress in developing reading skills, understanding and appreciation.

JUNIOR HIGH

LANGUAGE ARTS 05006

Level: 7-8
Refer to Language Arts 05001 for course description.

READING 05007

Level: 7-8
Purpose: To provide learning experiences designed to help pupils develop sequentially all aspects of reading proficiency needed by mature readers. Content: Activities designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. Emphasis: Continuous development of reading skills and vocabulary appropriate to students' needs in different learning situations.

REMEDIAL READING/BASIC SKILLS 05008

Level: 7-8
Refer to Remedial Reading/Basic Skills 05002 for course description.

SECONDARY

Secondary - Composition

COMPOSITION 05040

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To improve students' ability to express themselves in speaking and writing. Content: The art of selecting, combining and arranging words in connected discourse. Emphasis: Development of knowledge, understanding and skills in oral and written composition.

COMPOSITION, ADVANCED 05041

Level: 10-12
Credit: ¼ or ½
Student Prerequisite: ½ credit in 05040
Purpose: To offer accelerated students a second course in composition. Content: Based on 05040 but with increased level of difficulty to match the talents of accelerated students. Emphasis: Control and proficient use of the English language in advanced oral and written compositions.

CREATIVE WRITING 05042

Level: 10-12
Credit: ¼ or ½
Purpose: To encourage increasing proficiency and individual style in written self-expression. Content: Knowledge, understanding and skills involved in a form of writing that is free and that expresses primarily the interests and emotions of the writers, as well as providing personal satisfaction to the students. Emphasis: Skills in satisfying writing.

Secondary - English/Grammar

ENGLISH 9 05071

Level: 9-12
Credit: 1
Purpose: To build upon students' language arts abilities gained in the elementary program. Content: Basic types of literature; oral and written composition, with speech unit suggested for all ninth grade students. May be taught as full-year course or divided as one semester each of literature and composition. Emphasis: Determining skill level of students in oral/written composition and understanding/appreciation of literature, and improving those levels.
Special Note: Every student must complete this course.

ENGLISH 10 05072

Level: 10-12
Credit: 1
Student Prerequisite: English 05071
Purpose: To help all students continue building skills in English language arts. Content: Oral and written composition; literature including essays; and a journalism unit suggested for all tenth graders. May be taught as full-year course or divided as one semester each of literature and composition. Emphasis: Increased competence and confidence in writing/speaking and in reading/interpreting literature
Special Note: Every student must complete this course.

ENGLISH 11 05073

Level: 11-12
Credit: 1
Student Prerequisite: English 05071 and 05072
Purpose: To continue to develop students' competency in the skill areas of language arts. Content: Continued instruction in oral and written composition; reference/research papers and techniques; and ideal and ideas expressed in American literature. May be taught as a full-year course or divided as one semester each of literature and composition. Emphasis: Appreciation of American literature and improvement of speaking and writing skills.

ENGLISH 12 05074

Level: 11-12
Credit: 1
Student Prerequisite: English 05071, 05072, and 05073
Purpose: To continue refinement of students' abilities in skills of language arts. Content: Appropriate experiences in oral and written composition and in recognizing propaganda; and English literature or world literature including English literature. May be taught as full-year course or divided as one semester each of literature and composition. Emphasis: Techniques of oral and written communication and appreciation of English literary heritage.

ENGLISH, ADVANCED 05077

Level: 12
Credit: ½ or 1
Student Prerequisite: 3 credits in English
Purpose: To provide additional learning experiences and independent learning activities for accelerated students. Content: Critical reading and analysis of literature concerned with man's individual cultural achievements; advanced techniques of formal written composition including establishing and supporting a thesis statement; personal writing in a variety of literary forms; and self-designed oral presentations and techniques of group discussion. Emphasis: Seminar approach to thematic study of and responses to literature and directed independent learning activities.

ENGLISH, BUSINESS 05076

Level: 11-12
Credit: ¼, ½ or 1
Purpose: To provide occupational related language arts training for students with intended business or professional careers. Content: Language experiences including speaking, writing, listening and reading experiences as they relate to the business and professional world. Emphasis: Communication skills needed for business or professional careers.
Special Note: See also Business Communications 03060 on page 39.

GRAMMAR, STRUCTURAL 05022

Level: 9-12
Credit: ½
Purpose: To provide students with background information on the various units constituting English language and the relationship of each unit. Content: The structure of English in terms of identifiable units in a hierarchy of increasingly complex combinations and how these are formed into sentences. Emphasis: Objective observation of utterances in English; experiences in using language in oral and written form.

GRAMMAR, TRADITIONAL 05021

Level: 9-12
Credit: ½
Purpose: To provide students with background information on the various units constituting the English language and the relationship of each. Content: Semantic criteria for identifying parts of speech and other categories derived from Latin grammar. Normative in character and prescriptive in application. Emphasis: Sentence analysis; experiences in using language in oral and written form.

GRAMMAR, TRANSFORMATIONAL 05023

Level: 9-12
Credit: ½
Purpose: To provide students with background information on the various units constituting English language and the relationship of each unit. Content: Study of generative grammar rules, in required order, capable of generating (or accounting for) all possible grammatically acceptable English sentences. Explains certain constructions as being derived from others by processes of structural changes (transforms) without change of meaning. Emphasis: Study of formulas for linguistic units and operations used in producing sentences.

HISTORY OF THE ENGLISH LANGUAGE 05024

Level: 11-12
Credit: ¼ or ½
Purpose: To provide students with an understanding of the historical and social changes in the English language. **Content**: The ways in which Anglo-Saxon dialects transplanted to Britain developed in the course of time into the language called English. Attention should center on two historical areas: 1) the influence of nonlinguistic factors such as social and political change, and 2) the effect on English of the process of general language change. **Emphasis**: Linguistic changes in the context of pertinent historical events, and a better understanding of our language, its variances and its uses.

Secondary Journalism

JOURNALISM 05081

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To introduce students to the unique characteristics of journalistic expression. **Content**: Writing, editing and proofreading of articles for use in mass media. Publishing of newspapers and other periodicals. May include writing of editorial, feature, news and sports articles, and some history of journalism. **Emphasis**: Techniques and practice in reporting and newswriting.

JOURNALISM, ADVANCED 05082

Level: 10-12
Credit: ¼, ½ or 1
Student Prerequisite: ½ credit in 05081
Purpose: To provide students with detailed knowledge about professional journalism. **Content**: An advanced study of journalism procedures including a review of writing, editing and proofreading. May include specific writing skills needed for each of the various media and discussion or simulation of the responsibilities of various professional journalists. **Emphasis**: Techniques and practice in feature and editorial writing.

Secondary - Literature

BIOGRAPHY 05036

Level: 10-12
Credit: ¼ or ½
Purpose: To provide students with details of biography as a type of literature. **Content**: The study of the lives of persons in narrative accounts that have stylistic and other formal qualities of noteworthy literature; historical development of techniques of biographical styles; and methods of revealing the subjects' character as well as the facts of their lives. **Emphasis**: The treatment of ideals and values through biography.

DRAMA (Literature) 05037

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with details of drama as a type of literature. Content: The main types and styles of dramatic literature, including tragedy, comedy, melodrama, social criticism, classical, romantic, realistic, impressionistic and expressionistic. May include philosophy or attitude of the dramatist and background on the historical period and the culture of the intended audience. Course may be enhanced by reading portions aloud or acting sections out to simulate its intended performance on the stage. Emphasis: The study of structure, plot, and techniques of character revelation through movement and dialogue rather than narrative.

FICTION 05039

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with details of fiction as a type of literature. Content: The study of short stories and novels, with works selected in accordance with students' maturity, reading level, needs and interests. Emphasis: Point of view, plot, character, setting and theme.

LITERATURE, AMERICAN 05031

Level: 10-12
Credit: ¼ or ½
Purpose: To introduce students to the distinctive qualities identified in literature as uniquely American. Content: The study of selected American literary works of various types, their distinctive qualities and use by writers of indigenous materials. Emphasis: Literature within an historical framework by period -- The American Frontier, within an organization by theme -- The American Heritage, or by literary type -- The American Novel.

LITERATURE, ENGLISH 05034

Level: 10-12
Credit: ¼ or ½
Purpose: To introduce students to the distinctive qualities identified in literature as uniquely English. Content: Study of selected English literary works of various types approached within successive historical periods of English history. Emphasis: Cultural settings presented through the varying styles of representative British authors.

LITERATURE, MODERN 05033

Level: 10-12
Credit: ¼ or ½
Purpose: To acquaint students with recurring literary themes in contemporary literature. Content: Study of selected modern prose and poetry in relation to recurring literary themes, contemporary topics, style and comparisons (literary criticism). Emphasis: May be topics of special interest -- Science Fiction or Ethnic Literature, or organized by themes -- Man and the Environment, or by literary type -- Contemporary Essays.

LITERATURE, WORLD 05035

Level: 10-12
Credit: ¼ or ½
Purpose: To introduce students to cultural developments of both West and East as expressed through literature. Content: Study of selected literary works by both western and eastern culture from ancient time to the present. May include religious and philosophical works which have literary value. Emphasis: A balance among literary works from major cultures.

POETRY 05038

Level: 10-12
Credit: ¼ or ½
Purpose: To provide students with details of poetry as a type of literature. Content: Rhythm, imagery, connotative word values, figures of speech, similes and metaphors, and rhyme. May include historical background and speculation on the writers' emotions and ideas. May be studied by type -- Ballads, organized by theme -- Man, A Victim of Industrialization, or organized in relation to time -- Today's Poetry.

Secondary - Reading

DEVELOPMENTAL READING 05011

Level: 9-12
Credit: ½
Purpose: To help students develop all aspects of reading proficiency.
Content: Learning experiences designed to develop sequentially the various aspects of reading proficiency needed by an adult reader. Individualized program with materials and pacing suited to each student's unique ability. May include content materials of other subjects and selected library media materials in addition to reading materials. Emphasis: Attention to oral and silent vocabulary development, comprehension, critical reading, speed, and the adjustment of reading techniques to varying needs.
Special Note: This course may not be substituted for the required courses of 05071 and 05072.

REMEDIAL READING 05015

Level: 9-12
Credit: 1
Purpose: To correct deficiencies in reading which interfere with students' expected progress. Content: Planned diagnostic and remedial activities for individual students or groups of students designed to correct and prevent reading difficulties which interfere with students' expected progress in developing reading skills, understandings, and appreciations in content areas.
Special Note: Enrollment open only to assigned students. Should be offered as an intervening year of study in lieu of a regular English class, followed by the sequence beginning with the English class for which 05015 was substituted.

Secondary - Speech/Debate

BASIC SPEECH (Oral Communication I) 05091

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To develop students' abilities to communicate orally in various situations. Content: Introduction to various types of oral communication situations: conversation, group discussion and problem solving, interpersonal communication, nonverbal communication and public address. Exploration of skills such as: gathering information, speech planning, speech organization, delivery techniques, listening skills, communication theory and understanding persuasion. Emphasis: Participation in oral activities, projects and observation, and preparation and presentation of speeches.

ADVANCED SPEECH (Oral Communication II) 05092

Level: 10-12
Prerequisite: ½ credit in 05091
Purpose: To refine students' oral communication skills. Content: Review and refinement of basic oral communication skills. Exploration of related activities such as: oral interpretation, parliamentary procedure, media, theatre arts and contest speaking. Emphasis: Performance in classroom and real-life situations.
Special Note: If no other advanced speech courses are taught, 05092 should include elements of 05093, 05094 and 05095.

ORAL INTERPRETATION 05093

Level: 10-12
Credit: ¼ or ½
Student Prerequisite: ½ credit in 05091
Purpose: To develop students' abilities to understand literature and to express ideas, feelings and attitudes. Content: Delivery techniques, selection of materials, group reading, analysis and interpretation of prose, poetry, and drama. Emphasis: Critical analysis and appreciation of authors' ideas and emotions, and the communication of these ideas and feelings to others.

BEGINNING DEBATE 05094

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with techniques for investigating two sides of contemporary problems. Content: The formulation of propositions; analyzing and determining issues; gathering supporting material; constructing cases; developing logical reasoning and critical thinking; techniques of rebuttal and refutation; and extemporaneous delivery skills. Emphasis: Performance in class or competition.

ADVANCED DEBATE 05095

Level: 10-12
Credit: ¼ or ½
Student Prerequisite: ½ credit in 05101
Purpose: To refine students' debating skills and speaking abilities. Content: An in-depth investigation and analysis of significant contemporary problems; critical thinking; testing facts and evidence; use of logic and reasoning; and delivery techniques and varieties of forensic speaking. Emphasis: Polishing skills for competitive participation.

SEMANTICS 05098

Level: 11-12
Credit: ¼ or ½
Purpose: To improve students' ability to describe factual persons, things, and events with appropriate verbal symbols. Content: The study of evaluative process; the ways a person interprets his own language; factual and inferential statements; values in nature compared to the two-valued orientation of written or spoken language; verbal abstractions compared to concrete terms; stereotyping and how to avoid it; use of dating; emotive language; and distinction between a thing and its label. Emphasis: Meaning as a system within the overall structure of language.

MASS MEDIA 05099

Level: 9-12
Credit: ¼ or ½
Purpose: To help students become aware of the cultural and social impact of mass media and artistic features unique to each medium. Content: Mass media's influence on the communication process; and electronic media (radio and television), printed media (newspapers and magazines), and the film as forms of entertainment and education. Emphasis: Techniques of mass media as a tool in the communication process.

THEATRE ARTS 05061

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide an acquaintance with the various aspects of theatre productions. Content: Movement, characterization, makeup, costuming, theatre history, set design, lighting, directing and analysis of scenes and plays. Emphasis: Production of short scenes demonstrating techniques discussed.

THEATRE ARTS, ADVANCED 05063

Level: 9-12
Credit: ¼ or ½
Student Prerequisite: ½ credit in 05061
Purpose: To provide students with an intense experience in theatre. Content: A more detailed study of the areas listed for Theatre Arts 05061. May include the production of a full-length play. Emphasis: Experimentation in actual dramatic productions.

FOREIGN LANGUAGES

PHILOSOPHY

Foreign language study, classical or modern, makes a unique contribution to students' understanding of the world, past and present, and creates a greater appreciation of their own language. Through foreign language study students become aware of people's way of thinking and feeling and of a different approach to dealing with everyday realities of life. Today, students have many more opportunities than ever before to use a foreign language in such areas as international trade, government service, education, travel, industry, communications, journalism, military service, medicine and music.

The schools, therefore, are responsible for offering students opportunities to learn foreign languages, regardless of vocational intentions or previous scholastic achievements.

The language program must be tightly sequenced from beginning to end. The sequence may be as short as two years or as long as six years. With this variety of sequence, a serious problem of articulation exists. Schools face the challenge of choosing and working with a program appropriate to their local resources. The schools' first objective should be to establish a minimum of four sequential years in one foreign language before considering a second foreign language.

OBJECTIVES

Language learning includes linguistic and cultural objectives. The linguistic objectives include:

1. To develop comprehension of the language when it is spoken at normal speed and when it is concerned with subject matter commensurate with the students' experiences.
2. To promote effective communication in the spoken language, using standards of pronunciation, intonation and structure acceptable to educated native speakers.
3. To promote the ability to read and comprehend, without recourse to direct translation, material of average difficulty on a given level.
4. To provide opportunities to write on topics within the scope of the students' experiences, using authentic patterns of the foreign language.

Those objectives should not falsely convey to teachers, students or parents the idea that students will be fluent speakers after they have completed one, two, or even five years of foreign language in an academic setting. Fluency comes only after prolonged and intensive contact with a foreign language. Students should achieve those objectives to a degree commensurate with their aptitude for learning a foreign language and with the amount and quality of their experience in studying a foreign language.

A unique perspective is involved in teaching Latin, a classical language. The ultimate linguistic objective of instruction in that subject is to help students develop the ability to read the language fluently and with understanding and avoid laborious word-for-word translation. Although less emphasis is placed on the acquisition of listening and speaking skills, they should not be neglected. In fact, the students' first introduction to Latin should be through hearing and speaking the patterns of the language. Practice in these two areas leads to greater comprehension of printed matter.

The cultural objectives of language learning include:

1. To develop an understanding and appreciating the national and individual mores of the people who speak the language.

2. To become knowledgeable of the history and significant physical features of the areas where the language is spoken.

3. To promote comprehension of the foreign culture's political, economic, and social development.

4. To develop an appreciation of the fine arts and science of the foreign people and their contributions to world civilization.

5. To develop an awareness of language as the basic factor in cultural communication.

TEACHER PREPARATION

Teachers with major/minors in foreign language may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

FOREIGN LANGUAGES 06001

Level: 3-6
Purpose: To expose students to the history and cultures of other people through a study of their language. Content: Knowledge and understanding of the culture and history of the people whose language is being learned. Proper pronunciation, patterns and simple dialogue may be included. Emphasis: An understanding of the people who speak the language.

JUNIOR HIGH

FOREIGN LANGUAGES 06005

Level: 7-8
Refer to Foreign Languages 06001 for course description.

SECONDARY

MODERN LANGUAGES - LEVEL I

French - 06281, German - 06291, Greek - 06221
Norse - 06251, Spanish - 06211, Other - 06299
Level: 9-12
Credit: ½ or 1
Purpose: To introduce students to the study of foreign language. Content: Structures and vocabulary are mastered through aural-oral presentations. Dialogue, conversational sequences and pattern drills characterize learning. Games, pictures, charts and songs are used frequently. Reading begins with identical speech patterns learned audio-lingually and progresses to recombinations of these familiar patterns. Writing consists primarily of copying words and expressions in speech patterns, sentences and dialogue learned with aural-oral methods. Cultural content arises from students' interests and course materials, and is coordinated with other activities.

MODERN LANGUAGES - LEVEL II

French - 06282, German - 06292, Greek - 06222
Norse - 06252, Spanish - 06212
Level: 9-12
Credit: ½ or 1
Purpose: To provide a continuation of the study of a foreign language. Content: The development of audio-lingual skills continues to be the primary objective. The use of identical patterns and recombinations of familiar patterns in reading and writing of material already learned through the aural-oral method continues. Guided writing of drill patterns is expanded to include more difficult forms of patterns already experienced audio-lingually. Writing includes answers to dialogue and directed dialogue questions. Cultural content arises from students' interests and course materials and is integrated into the course.

MODERN LANGUAGES - LEVEL III

French - 06283, German - 06293, Spanish - 06213
Level: 9-12
Credit: ½ or 1
Purpose: To provide a continuation of the study of a foreign language. Content: Drill continues to cover new structural items and those previously studied are reviewed. Aural-oral activity is integrated with reading. Oral reporting is correlated with reading material whenever possible. Discussion in simple language ensues. Conversational ability is developed on specific topics. Longer but simple and authentic selections are introduced for developing skill in reading. Writing includes what students say, in the form of dialogue, oral reports, and exercises on the reading. Controlled composition is introduced. Cultural content continues to be integrated with course materials.

MODERN LANGUAGES - LEVEL IV

French - 06284, German - 06294, Spanish - 06214
Level: 9-12
Credit: ½ or 1
Purpose: To provide a continuation of the study of a foreign language. Content: The speaking skill development is continued. Extensive reading is increased. Selections of various subjects on different levels and from different sources, as well as authentic literary selections are used. Writing continues to emphasize what pupils can say, but includes, progressively, more and more of the forms characteristic of written expression. Free composition is introduced. Letter writing is practiced. Cultural content combines features of the foreign civilization with projects in special fields.

MODERN LANGUAGES - LEVEL V

French - 06285, German - 06295, Spanish - 06215
Level: 9-12
Credit: ½ or 1
Purpose: To continue to refine the understanding of a foreign language and increase the communication level. Content: Knowledge is deepened and increased, and ability to communicate in the foreign language is extended. Critical thinking is developed. Opportunities are provided for individual research and advanced composition. The accent should be on literature, civilization and career awareness. Teachers should be alert to provide opportunities for students to engage in special interest projects. Students learn that they can obtain needed information through foreign language materials.

LATIN

Latin is a foreign language and should be learned for the unique values which it alone possesses. The emphasis placed on the acquisition of the hearing and speaking skills is less in Latin than in modern foreign languages. Its purpose is to present a picture of what the past has contributed to the language and culture of English-speaking peoples. Aural-oral practice, however, should not be ignored since it leads to more effective mastery of structural elements.

LATIN I 06151

Level: 9-12

Credit: ½ or 1

Purpose: To provide an introductory course in the study of the language, literature and culture of an ancient civilization. Content: Structures and vocabulary are aural-orally presented and mastered through pattern drills of simple phrases. Reading that has not been orally presented is introduced gradually. Simple stories concerning mythology, history, geography, customs, and famous personalities are used. Culture is integrated with course material and students' interests. Guided writing is utilized.

LATIN II 06152

Level: 9-12

Credit: ½ or 1

Purpose: To provide a continuation of the study of the language, literature and culture of an ancient civilization. Content: Continuation of the development of aural-oral skills. Readings become more complex. Students begin to read in some depth the works of authors of the classical period (Caesar). Writing continues to be guided. Culture includes a study of Roman military history, tactics and weapons. A more thorough and intensive study of derivatives is continued.

LATIN III 06153

Level: 9-12

Credit: ½ or 1

Purpose: To provide a continuation of the study of the language, literature and culture of an ancient civilization. Content: A review of structure and vocabulary of materials studied during the preceding years. The reading includes prose selections of literary value. The style and content of one author, usually Cicero, is studied in depth. Controlled writing of drill patterns continues. Study is begun of Roman politics, government, law and ethics. The historical, cultural, and social importance of Roman contributions to Western civilization is emphasized.

LATIN IV 06154

Level: 9-12

Credit: ½ or 1

Purpose: To continue to refine the understanding of the language, literature and culture of an ancient civilization. Content: Aural-oral activities are closely integrated with the reading. The literary works of one poet, usually Virgil, are studied in detail. Supplementary reading of material in the foreign language is increased. Use is made of written exercises containing important structural patterns. A concerted effort is made to increase students' knowledge of Roman customs.

Other languages, or levels other than those described, may be taught as approved experimental programs (see pages 21-22).

HEALTH

PHILOSOPHY

The concept of total health implies an understanding of a sound body and the appreciation of one's potential capabilities and individual worth. The role of the school health program is to guide the students' learning and attitudes so that they will make responsible, and rational, decisions concerning personal well-being.

A comprehensive kindergarten through high school health program should be a broad, conceptual, sequential approach based on the physical, mental, social, spiritual and emotional health needs of all students.

Emphasis of the school health program should be on prevention of emotional and physical illness and maintenance of health.

The components of a health education program include community and environmental health; consumer health; disease prevention and control; family life; first aid and emergency procedures; substance use, nonuse and abuse; nutrition; personal health and fitness; safety and accident prevention; and mental health, emotional health and human relations.

OBJECTIVES

1. To develop the understanding that health status is related to health behavior.

2. To develop skills in understanding, interpreting and evaluating health information.

3. To develop an understanding of growth and development--conception through adolescence.

4. To develop a critical attitude toward advertising of health services and products.

5. To develop a sense of responsibility for personal and community health.

6. To develop interests in health and safety aspects of daily activities.

7. To use relevant problems in developing critical thinking and decision making skills.

8. To obtain accurate information in crucial areas, such as drug abuse, nutrition, venereal disease, human sexuality, obesity, alcoholism, mental health, self-medication and smoking.

9. To examine attitudes, values and beliefs that students personally hold and those held by other students and society and to explore the processes through which they are acquired and the ways in which they can affect health.

10. To discuss problems, issues and topics of interest to students.

TEACHER PREPARATION

Teachers with major/minors in health may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

HEALTH 08001

Level: 1-6
Purpose: To promote health knowledge, attitudes, practices and skills. Content: Community health, consumer health, disease control, family living, mental health, personal health, safety and accident prevention. Emphasis: Learning activities which influence understanding, attitudes and practices relating to individual, family and community health.

JUNIOR HIGH

HEALTH 08005

Level: 7-8
Refer to Health 08001 for course description.
Note: See also Health 13009 on page 108.

SECONDARY

HEALTH 08010

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To promote desirable health values. Content: Interpersonal relationships, mental health, chemical usage, consumer and environmental health, family life and relationships, nutrition, control of diseases and decision making skills. Emphasis: Use of health values in decision making.
Note: See also Health 13023 on page 111.

FAMILY LIVING 08015

Level: 10-12
Credit: ¼, ½ or 1
Purpose: To prepare students for adult family life. Content: Human behavior, self philosophy of life, religion, love versus infatuation, courtship, human sexuality, preparation for marriage, marriage, family life cycle, family crisis, the family in other cultures and the future of the family. Emphasis: Development and problems of the adult and the family unit.
Special Note: See also Marriage and Family 15301 on page 120, Family Health 09119 on page 145, Family Living 09122 on page 146 and Parenthood Education 09120 on page 145.

PHYSIOLOGY 08051

Level: 9-12
Credit: ¼ or ½
Refer to Physiology 08051 on page 104 for course description.
Note: See also Physiology 13022 on page 113.

HUMAN ANATOMY 08052

Level: 10-12
Credit: ½ or 1
Refer to Human Anatomy 13021 on page 111 for course description.

HOME ECONOMICS

PHILOSOPHY

Satisfactions in home life are closely associated with satisfactions in employment. Because of this the individual who is able to manage home and personal life effectively has an increased potential for success in the world of work.

The quality of family life is recognized as an influential factor to improve the nation's well-being. The mental, emotional, physical and social development of the infant and young child are affected by the education of the parents. Consumer homemaking education is one way to help students to recognize changing life-styles that affect them and to assume their roles in society today and in the future.

OBJECTIVES

1. To provide preparation for homemaking for both sexes.
2. To contribute to homemaking abilities.
3. To encourage interest in home economics occupations and careers.
4. To develop consumer competence.
5. To assist students in reaching their potential as individuals, as family members, as citizens, and as persons engaged in the world of work.
6. To provide opportunities for the development of leadership and citizenship responsibilities through Future Homemakers of America.

TEACHER PREPARATION

Teachers with major/minors in home economics may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

Concepts, generalizations and objectives relating to home economics may be integrated in the regular instructional program. However, if taught separately the following coding is to be used:

HOME ECONOMICS 09001

Level: 5-6
Purpose: To enable students to acquire knowledge and develop understanding, attitudes and skills relevant to personal, home, and family life, and to explore occupations related to the fields of home economics. Content: Learning experiences related to introductory information in the home economics concept area as well as orientation to the career aspects of homemaking. Emphasis: Understanding self and on interpersonal relations.

JUNIOR HIGH

HOME ECONOMICS 09006

Level: 7-8
Refer to Home Economics 09001 for course description.

SECONDARY

Note: For courses eligible for vocational home economics reimbursement please refer to pages 141-148.

CHILD CARE SERVICES 09211

Level: 10-12
Credit: 1 or 2
Refer to Child Care Services 09211 on page 147 for course description.

CHILD DEVELOPMENT 09016

Level: 10-12
Credit: ¼ or ½
Refer to Child Development 09016 on page 144 for course description.

CLOTHING SERVICES 09212

Level: 10-12
Credit: ½, 1 or 2
Refer to Clothing Services 09212 on page 147 for course description.

CLOTHING AND TEXTILES 09017

Level: 10-12
Credit: ¼ or ½
Refer to Clothing and Textiles 09017 on page 145 for course description.

COOPERATIVE WORK EXPERIENCE 09299

Level: 11-12
Credit: ¼, ½, 1 or 2
Refer to Cooperative Work Experience 09299 on page 148 for course description.

FAMILY HEALTH 09119

Level: 10-12
Credit: ¼ or ½
Refer to Family Health 09119 on page 145 for course description.
Special Note: See also Health 08010 on page 76.

FAMILY LIVING 09122

Level: 10-12
Credit: ½ or 1
Refer to Family Living 09122 on page 146 for course description.
Special Note: See also Family Living 08015 on page 77 and Marriage and the Family 15301 on page 120.

FOOD AND NUTRITION 09121

Level: 10-12
Credit: ¼ or ½
Refer to Food and Nutrition 09121 on page 146 for course description.

FOOD SERVICES 09213

Level: 10-12
Credit: 1 or 2
Refer to Food Services 09213 on page 147 for course description.

HOME ECONOMICS I 09012

Level: 9-12
Credit: 1
Refer to Home Economics I 09012 on page 143 for course description.

HOME ECONOMICS II 09013

Level: 10-12
Credit: 1
Refer to Home Economics II 09013 on page 144 for course description.

HOME ECONOMICS III 09014

Level: 11-12
Credit: 1
Refer to Home Economics III 09014 on page 144 for course description.

HOME MANAGEMENT 09124

Level: 10-12
Credit: ¼ or ½
Refer to Home Management 09124 on page 146 for course description.

HOUSING AND HOME FURNISHINGS 09123

Level: 10-12
Credit: ¼ or ½
Refer to Housing and Home Furnishings 09123 on page 146 for course description.

INDEPENDENT LIVING 09015

Level: 10-12
Credit: ¼ or ½
Refer to Independent Living 09015 on page 144 for course description.

OCCUPATIONAL CLUSTER 09250

Level: 11-12
Credit: 1 or 2
Refer to Occupational Cluster 09250 on page 147 for course description.

PARENTHOOD EDUCATION 09120

Level: 11-12
Credit: ½
Refer to Parenthood Education 09120 on page 145 for course description.

TODAY'S CONSUMER 09018

Level: 11-12
Credit: ¼ or ½
Refer to Today's Consumer 09018 on page 145 for course description.
Special Note: See also Consumer Education 03150 on page 39 and Consumer Education 15050 on page 120.

INDUSTRIAL ARTS

PHILOSOPHY

"Industrial arts education is that field which provides opportunities for all students from elementary through higher education to develop an understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. Furthermore, it is a field wherein students acquire industrial-technical knowledge and competencies through creative and problem solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating and using tools, machines, materials and processes."*

OBJECTIVES

1. To develop insights and understandings of industry and its place in our culture.
2. To assist students to discover and develop talents, attitudes, interests and individual potentials related to the industrial-technical areas.
3. To develop abilities in the proper use of tools, machines and processes.
4. To develop problem solving and creative abilities involving materials, processes and products of industry.
5. To assist students to interrelate the content of industrial arts with other school subjects in the curriculum.
6. To develop an understanding of a variety of careers and their requirements."*

TEACHER PREPARATION

Teachers with major/minors in industrial arts may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

*Guidelines for Industrial Arts in Career Education, Office of Education, Project Grant #OEG-0-4504 page 6.

ELEMENTARY

Concepts, generalizations and objectives in industrial arts will be integrated into the regular instructional program; however, if taught separately the following coding is to be used:

INDUSTRIAL ARTS 10001

Level: 5-6
Purpose: To provide the development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. Content: Learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials and other processes which provide opportunities for creativity and problem solving. Emphasis: Orientation to industry and technology and exploration of various techniques to create products from various resources in such a way as to facilitate selecting and exploring occupational and technical concepts.

JUNIOR HIGH

INDUSTRIAL ARTS 10005

Level: 7-8
Refer to Industrial Arts 10001 for course description.

GRAPHIC COMMUNICATION TECHNOLOGY 10205

Level: 7-8
Refer to Graphic Communication Technology 10251 on page 153 for course description.

INSIGHTS INTO INDUSTRY AND TECHNOLOGY 10105

Level: 7-8
Refer to Insights Into Industry and Technology 10115 on page 154 for course description.

MANUFACTURING TECHNOLOGY 10106

Level: 7-8
Refer to Manufacturing Technology 10121 on page 154 for course description.

MATERIALS TECHNOLOGY 10007

Level: 7-8
Purpose: To provide exploration of wood, metals, plastics and leather. Content: Alteration of materials, proper selection of materials for products, the processes involved for quality production. Includes technical content, careers, design, dissemination and reception of materials.

POWER TECHNOLOGY 10008

Level: 7-8
Purpose: To provide exploration of power mechanics, electricity and electronics. Content: The conversion, transmission, control and use of energy and its effect on people. Includes technical content, careers, design, and energy systems.

SECONDARY

Note: For courses eligible for vocational industrial arts reimbursement please refer to pages 149-156.

Secondary - Energy and Power

ELECTRICITY 10310

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to electricity. Content: The study of sources, measurement, control and application of electrical energy as used for heating, power and illumination. Includes experimentation with designing, constructing and testing electrical devices. Emphasis: Careers with exploration in electricity.

ELECTRONICS 10311

Level: 10-12
Credit: ½ or 1
Purpose: To provide experimentation with basic electrical relationships, circuits and components to modern electrical devices and circuits. Content: Study of the electrical industry including measurements and instruments, symbols, circuits, electrical relationships, AC/DC current, magnetism frequency, motors, residential wiring and the electronic industry including integrated circuits, digitals, support devices and microprocessors. Emphasis: Experimentation with electricity and electronics devices with emphasis on practical application.

POWER TECHNOLOGY 10320

Level: 9-12
Credit: ½ or 1
Purpose: To acquaint students with development, transmission, and utilization of power. Content: Theory, maintenance, and servicing of machines and devices for the conversion of power into useful forms. Topics covered include energy sources, energy conversion, power transmission and application. Emphasis: Careers, methods, machinery and exploration in the area of power.

Secondary - General Industrial Arts

CRAFTS 10020

Level: 9-12

Credit: ¼, ½ or 1

Purpose: To provide students with knowledge of activities for leisure time. Content: Instruction in one or more of the following areas: leather, ceramics rocks, fibers, metals and woods. Should include experimenting design constructing and evaluating. Emphasis: Tools and processes used in craftwork with a variety of materials and methods.

Special Note: See also Crafts 02024 on page 33.

GENERAL INDUSTRIAL ARTS 10010

Level: 9-12

Credit: ¼, ½ or 1

Purpose: To give students a general acquaintance with selected industrial arts. Content: Selected by the local school. Duration of each to be determined by local school based on students' needs.

Special Note: Combination such as wood and metal or power and electricity when each unit is less than ½ unit is possible in this course.

SUPERVISED WORK EXPERIENCE 10099

Level: 11-12

Credit: ¼, ½ or 1

Purpose: To provide opportunity for students to develop and/or improve work skills in an actual employment setting. Content: An instructional plan which combines supervised community employment and school instruction. A training plan consistent with the occupational objectives of the student shall be developed for each student. In addition, a training agreement shall be developed with each cooperating employer. Students are paid minimum wage by the employer and are granted released time from school.

Secondary - Graphic Arts

ADVANCED DRAFTING 10239

Level: 10-12

Credit: ½

Refer to Construction Drafting 10256 on page 153 for course description.

DESIGN DRAFTING 10273

Level: 10-12

Credit: ½ or 1

Refer to Design Drafting 10253 on page 153 for course description.

GRAPHIC ARTS, BEGINNING 10270

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to graphic arts. Content: Overview study of tools, materials, and processes of the printing industry including block printing, intaglio printing, letterpress printing, lithography, rubberstamp construction, silk screen printing, thermography, and type composition. May include printing and evaluating reproduction techniques and the study of history, economics, occupations, and consumer information related to the printing industry. Emphasis: Broad exploration and careers in many areas of graphic arts.

GRAPHIC ARTS 10271

Level: 10-12
Credit: ½ or 1
Refer to Graphic Arts 10252 on page 154 for course description.

MECHANICAL DRAFTING 10237

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to basic drawing procedures. Content: Communication of ideas through drawings, sketches, charts, graphs and maps; use of drafting instruments involved in lettering, sketching, geometric construction, orthographic and pictorial drawings, auxiliaries, sections, and working drawings and exploration of careers in drafting. Emphasis: Broad exploration, careers and understanding drawings.

PHOTOGRAPHY 10274

Level: 10-12
Credit: ½ or 1
Refer to Photography 10254 on page 154 for course description.
Note: See also Photography 13090 on page 112.

Secondary - Manufacturing and Construction

METALS I 10141

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to metals. Content: The study of the tools, materials, and processes used in several facets of the metal industries. Includes experimenting, designing, fabricating, forming and evaluating metals and metal products. Emphasis: Broad exploration in the areas of metals.

METALS II 10142

Level: 10-12
Credit: ½ or 1
Purpose: To provide students advanced experiences with metals. Content: To study, experiment with and develop techniques in the use of machine tools, foundry and welding. Includes welding techniques, pattern making, castings and shaping metals by machines and design. Emphasis: Experiences and activities dealing with technology of metal, the materials, processes, applications and career opportunities in the metal industry.

PLASTICS I 10151

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to the field of plastics. Content: The study of the tools, materials, and processes used in the plastic industry, experimenting and fabricating products in fiber glass, vacuum forming, injection molding, rotational molding, and polystyrene bead processes. Emphasis: Careers and broad exploration in many areas of plastics.

PLASTICS II 10152

Level: 10-12
Credit: ½
Purpose: To provide students with advanced experiences with plastics. Content: Problems and operations involved in the manufacture and transformation of plastics into usable products. Includes technical information, molding and forming, bonding, laminates, casting, foaming, fabricating, coating and dispersion systems in plastic products. Emphasis: Careers and experimentation in plastics technology.

WOODWORKING I 10190

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To introduce students to hand tools and machines. Content: A study of hand tools, materials, processes, and machines in the wood industries. Includes design and constructing wood products, safe use and operation of tools and machines, and materials and processes of the wood industry. Emphasis: Materials, processes, exploration and careers of the wood industry.

WOODWORKING II 10191

Level: 10-12
Credit: ½ or 1
Purpose: To introduce students to furniture, recreational and other wood products using machine tools, processes and wood technology. Content: A study of design, cabinet construction, materials, processes, wood preservation, and lumber used in the wood industry. Includes selecting material, evaluation, designing, blueprint reading, and constructing projects. Emphasis: Creativity to further develop students' interests, talents and abilities in production of wood products.

MATHEMATICS

PHILOSOPHY

There has been much discussion in regard to mathematics content and teaching approaches. The current approach is to incorporate traditional concepts with some modern materials. The traditional concepts are amplified and clarified. They are no longer presented as isolated, unrelated ideas or rules. This organized body of knowledge leads to logical thinking which gives a better understanding of the scientific world. The greatest challenge to teachers is to provide students with enough basic mathematics to meet their needs as well as to create within them the desire to pursue the study of mathematics beyond the minimum.

The mathematics curriculum must reflect the rapid changes in society (e.g. it must reflect the current impact of the computer). Changes in mathematics instruction in the next decade probably will be motivated primarily by two things: an emphasis upon student learning and changes in technology. Teachers cannot be completely certain about the type of world in which students will be living or about the types of skills that will be required of them, but we do know that they will have to be able to adapt to new situations. Therefore, teachers must attempt to give them experience at facing new situations and working out solutions to problems that are new to them. There should be an emphasis on the discovery approach to learning as a way of continually confronting students with new situations. Furthermore, a rationale in terms of physical experience or previously learned concepts should be given for each new concept that is learned. At the elementary level, varied experiences to help fix a concept should be provided.

OBJECTIVES

1. To provide a curriculum that reflects varying student abilities and interests.
2. To provide students with exposure to interdisciplinary knowledge.
3. To provide a perspective for recognizing, formulating, and analyzing problems, for judging and working out strategies and for verifying results.
4. To establish a technical basis for the social and physical sciences.
5. To contribute to an appreciation of mathematics and the excitement of the challenge of mathematics.
6. To strengthen self-reliance and independent thinking and encourage the flexibility and versatility needed to cope with a highly technological society.

TEACHER PREPARATION

Teachers with major/minors in mathematics may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

MATHEMATICS 11001

Level: 1-6
Purpose: To develop an understanding accompanied by reasonable efficiency in both the computational and application phases of mathematics. Content: Sets - numbers - numerals, numeration, operations and properties, mathematical sentences, geometry, measurement, graphing and functions, and probability and statistics. Emphasis: Problems solving, computation, estimation, and logical thinking.

MATHEMATICS, REMEDIAL 11002

Level: 1-6
Purpose: To provide a pull-out and/or classroom program designed to provide remedial instruction to improve the achievement in math skills of underachieving children. Content: Same as Mathematics 11001.

JUNIOR HIGH

MATHEMATICS 11005

Level: 7-8
Purpose: To extend the various aspects of arithmetic, algebra and geometry. Content: Sets - numbers - numerals, numeration, operations and properties, mathematical sentences, geometry, measurement, graphing and functions, and probability and statistics. Emphasis: Expansion of the topics studied in grades 1-6 and introduction of advanced topics consistent with the learners ability to comprehend the application of mathematics, methods of problem solving, and metric and nonmetric geometry.

MATHEMATICS, REMEDIAL 11006

Level: 7-8
Purpose: To provide a pull-out and/or classroom program designed to provide remedial instruction to improve the achievement in math skills of underachieving children. Content: Same as Mathematics 11005.

COMPUTER LITERACY 11007

Level: 7-8
Refer to Computer Literacy 23005 on page 48 for course description.
Note: See also Computer Literacy 03006 and 13007 on pages 38 and 108.

SECONDARY

ALGEBRA 11031

Level: 9-12
Credit: 1
Purpose: To give students an understanding of basic algebra.
Content: Number theory, graphs, positive and negative numbers, mathematical sentences, polynomials, and linear equations with one and two variables. Emphasis: The concepts, skills, structure and application of algebra.

ALGEBRA, ADVANCED 11032

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Algebra
Purpose: To provide students with detailed knowledge of algebra.
Content: An extension of the material covered in ninth grade algebra. Trigonometry topics may be included. Emphasis: In-depth development of algebraic functions.

ALGEBRA, COLLEGE 11034

Level: 11-12
Credit: 1
Purpose: To provide advanced mathematical proficiency for college capable students. Content: Topics may include: mathematics and science, the number system, polynomials, algebraic fractions, exponents and radicals, sets and equations, simultaneous equations and matrices, inequalities, functions and relations, algebraic functions, exponential and logarithmic functions, trigonometric functions of angles, trigonemetric functions of real numbers, analytic geometry, intuitive integration, intuitive differentiation, and hyperbolic functions. Emphasis: Bridging the gap between secondary and college mathematics.

CALCULUS 11061

Level: 11-12

Credit: ½

Student Prerequisite: Algebra

Purpose: To provide capable students with college level mathematics.

Content: Topics as included in a regular college course. Rather than teaching calculus as a secondary subject, the more common practice, in school districts initiating algebra at grade eight, is to offer it as a course for credit through a college or university by a college instructor. Emphasis: College preparation or college credit.

Special Note: Calculus is a college level subject. A reasonable goal, for most high schools, is a strong college preparatory mathematics curriculum that will have students ready to begin calculus when they enter college.

COMPUTER LITERACY 11088

Level: 9-12

Credit: ¼ or ½

Refer to Computer Literacy 23010 on page 48 for course description.

Note: See also Computer Literacy 03160, 13050 and 14022 on pages 41, 110 and 162.

COMPUTER PROGRAMMING 11089

Level: 9-12

Credit: ½ or 1

Student Prerequisite: Recommended: Data Processing Fundamentals 14020 or Data Processing 03170

Refer to Computer Programming 23012 on page 49 for course description.

Note: See also Computer Programming 03161, 13051 and 14023 on pages 41, 110 and 162.

COMPUTER PROGRAMMING, ADVANCED 11090

Level: 10-12

Credit: ½ or 1

Student Prerequisite: 1 unit of Computer Programming

Refer to Computer Programming, Advanced 23015 on page 49 for course description.

Note: See also Computer Programming 03162, 13052 and 14024 on pages 41, 110 and 162.

CONSUMER MATHEMATICS 11145

Level: 9-12

Credit: ½ or 1

Purpose: To provide students with vocational and consumer mathematics concepts. Content: Fundamental operations with rational numbers, measurement, finances, and an introduction to algebra and geometry.

Emphasis: Concrete examples, applications to social situations.

Special Note: See also Business Mathematics 03050 on page 39.

GENERAL MATHEMATICS 11111

Level: 9-12
Credit: ½ or 1
Purpose: To provide experiences to become proficient in basic computational and problem solving skills. Content: An integrated treatment of the principles of arithmetic and elementary algebra. Emphasis: Tailored to the needs and abilities of the students.

GEOMETRY 11120

Level: 9-12
Credit: ½ or 1
Purpose: To give students an understanding of and an appreciation for geometric concepts. Content: The properties of shapes, including points, lines, planes, angles, triangles, circles and spheres. May include solid geometry. Emphasis: Discovery and proof of relationships.

GEOMETRY, ANALYTIC 11121

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Advanced algebra, geometry
Purpose: To acquaint students with analytic geometry. Content: Coordinate systems and lines, conic sections, transformations, vectors are some topics. Emphasis: Understanding and carrying out proofs.

GEOMETRY, SOLID 11124

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Geometry
Purpose: To increase student knowledge of geometric functions. Content: The usual topics include lines and planes, polyhedrons, cylinders and cones and the sphere. The review of formulas for mensuration, powers and roots, logarithms and trigonometric functions is basic to a meaningful course. Emphasis: Comparison of synthetic and analytic methods of computation, three-dimensional objects, spatial relationships, measuring lengths, areas, and volumes in space and loci in space.
Special Note: A companion ½ unit to Trigonometry 11160.

MATHEMATICS, ADVANCED 11181
(Senior Mathematics)
(Precalculus)

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Advanced algebra, geometry
Purpose: To meet the mathematical needs of college capable students. Content: The 12th grade program is to be developed by the local school from the following general topics: trigonometry, elementary functions, analytic geometry, matrix algebra, statistics and probability, vectors, modern abstract algebra, computer mathematics, and number theory. If trigonometry is included in the 11th grade course, then elementary functions should be taught in the first semester of the 12th grade since it involves a continuation of trigonometry. If trigonometry is not included in the 11th grade, the first semester of the 12th grade should be devoted to trigonometry to be followed by elementary functions, matrices and vectors, probability and coordinate geometry. Emphasis: In any school system, the material chosen will vary with current interests and needs of the student and preparation and preference of the teacher. Thus, from year to year, the course may differ.

PROBABILITY AND STATISTICS 11150

Level: 11-12
Credit: ¼ or ½
Student Prerequisite: Algebra
Purpose: To help students understand mathematical theory and prediction techniques. Content: The study of purely chance phenomena and the art of collecting and analyzing data. Emphasis: The practical and theoretical aspects of prediction.

TRIGONOMETRY 11160

Level: 10-12
Credit: ¼, ½ or 1
Student Prerequisite: Geometry
Purpose: To provide students the background necessary for advanced study of mathematics or science. Content: Trigonometry functions, applications, graphs of functions, inverse trigonometric function, equations, complex numbers, triangle solutions, vectors and functional properties. Emphasis: Applications in mathematics, science and technology.
Special Note: May be included in 11032 or 11181 or taught in conjunction with Solid Geometry 11124.

MUSIC

PHILOSOPHY

Music influences learning and life itself; it has a beneficial effect upon the physical, mental, and spiritual life of each individual. A sequential music program from kindergarten through high school will enrich the total development of all students, regardless of the degree of musical talents.

Music is a highly social art, by which students can develop certain skills in study and performance. A genuine understanding of music can make one's life more meaningful both aesthetically and emotionally.

Public performance by students is an outgrowth of the concepts and fundamentals learned in the scheduled music program. It is an important investment in the future of musical enjoyment for future music consumers.

OBJECTIVES

1. To assist students to become aware of the properties of music and to be able to use the elements of music.
2. To acquaint students with a wide variety of music, including diverse musical styles.
3. To provide opportunities to develop individual and instrumental talents and skills in specialized groups, ensembles and solos to perform in an expressive manner.
4. To develop the ability to analyze, critically listen and perform with understanding and appreciation.
5. To develop cultural and aesthetic values, recognizing the enduring qualities and its place in the world today.

TEACHER PREPARATION

Teachers with major/minors in music may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

GENERAL CLASSROOM MUSIC 12001

Level: K-6
Purpose: To impart the skills and knowledge necessary for the understanding, appreciation, creation, performance and enjoyment of music. Content: Opportunities for creative performance and the sequential study of the elements of music at all grade levels. Emphasis: Singing, listening, playing instruments, and dramatization and other creative activities in creative performance and rhythm, melody, harmony, form and interpretation in elements of music.

INSTRUMENTAL MUSIC 12002

Level: 3-6
Purpose: To impart the skills and knowledge necessary for the understanding, appreciation, creation, enjoyment and performance of instrumental music. Content: Designed to develop the skills and knowledge necessary for performing with a musical instrument in a group and/or individual setting. Emphasis: Development of instrumental skills in reading notation, tone production, individual discipline within a group effort and experience in playing a particular instrument.

JUNIOR HIGH

GENERAL CLASSROOM MUSIC 12005

Level: 7-8
Purpose: To impart the skills and knowledge necessary for the understanding, appreciation, creation, performance and enjoyment of music. Content: Opportunities for creative performance and the sequential study of the elements of music at all grade levels. Emphasis: Singing, listening, playing instruments, and dramatization and other creative activities in creative performance and rhythm, melody, harmony, form and interpretation in elements of music.

INSTRUMENTAL MUSIC 12006

Level: 7-8
Purpose: To impart the skills and knowledge necessary for the understanding, appreciation, creation, enjoyment and performance of instrumental music. Content: Designed to develop the skills and knowledge necessary for performing with a musical instrument in a group and/or individual setting. Emphasis: Development of instrumental skills in reading notation, tone production, individual discipline within a group effort and experience in playing a particular instrument.

VOCAL MUSIC 12007

Level: 7-8
Purpose: To provide opportunities for singing for enjoyment, development of vocal skills and introduction to a wide repertoire through choral participation, small groups, and solos. Content: The study of vocal repertoire and the development of vocal skills through solo and choral performance. Subject matter is organized to provide for instruction in a variety of situations such as choir, chorus, and/or glee club. Emphasis: Study of six basic elements of music: tone color, interpretation, form, rhythm, melody and harmony.

SECONDARY

HISTORY AND APPRECIATION 12020

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with an academic study of music. Content: Surveying the music of the world and its influence on the individual's knowledge and understanding of music.

INSTRUMENT CLASSES 12058

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with personal instrument lessons. Content: Development of talents and skills or advanced study for individuals or groups. May include guitar, keyboard, or other instruments.

INSTRUMENTAL MUSIC (BAND) 12051

Level: 9-12
Credit: 1
Purpose: To teach music to students through group study and performance. Content: An ensemble of wind and percussion players organized to study, rehearse, and perform the repertory of this media. Smaller ensembles providing additional practice and growth in reading music literature may also be included. Emphasis: Concert, marching, stage, pep band, as appropriate.

INSTRUMENTAL MUSIC (ORCHESTRA) 12052

Level: 9-12
Credit: 1
Purpose: To teach students symphony music through group study and performance. Content: An ensemble of string, wind, and percussion players organized to study, rehearse, and perform the repertory for this media. Chamber ensembles offer individual practice and develop skills in music literature reading and performance. Emphasis: Full orchestra, chamber or string ensemble as appropriate.

MUSIC THEORY 12030

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with a technical study of music. Content: Skills in description and analysis of music score, writing harmony, studying major classics, modern and electronic works. Developing ear, sight training ability, creative composing, arranging for vocal and/or instrumental media, stylistic study and conducting. Emphasis: Primarily designed for the exceptional high school musician.

STRINGS 12057

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with opportunities to study, rehearse and perform the repertoire for string instruments. Content: Development of talents and skills or advanced study for individuals or groups.

SUPERVISED INDIVIDUAL STUDY: MUSICOLOGY 12039
SUPERVISED INDIVIDUAL STUDY: VOCAL MUSIC 12049
SUPERVISED INDIVIDUAL STUDY: INSTRUMENTAL MUSIC 12059

Level: 9-12
Credit: ½ or 1
Purpose: To provide credit to the student for in-depth study of voice, a particular instrument or phase of theory. Content: A particular instrument may be studied under the supervision of a qualified music instructor. A research project on the origins of a particular form of music or dance, a particular period of music history, a particular community or section of the world, or selected subject approved by the music instructor.

VOCAL MUSIC (CHORUS) 12040

Level: 9-12
Credit: ½ or 1
Purpose: To teach students music through group performance. Content: A large group of vocalists who study and perform a varied program of music literature. May be heterogeneous or homogenous. Advanced students may be grouped together for concert choir. May include students in chamber ensembles, popular music groups, and music theatre. Emphasis: Concerts, festivals, appropriate performances.

VOICE CLASSES 12048

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with personal voice lessons. Content: Development of talents and skills of vocal performance in sections of the chorus or individual solos.

PHYSICAL EDUCATION

PHILOSOPHY

The overall aim of education is to provide for optimum physical, social, emotional, and intellectual growth of children in terms of their needs and interests. Physical education, through its various types of selected activities, contributes to each phase of such growth.

OBJECTIVES

1. To help children move in a skillful and effective manner in all the selected activities in which they engage in the physical education program, and also in those situations which they will experience during their lifetime.
2. To develop an understanding and appreciation of movement in children and youth so that their lives will become more meaningful, purposive, and productive.
3. To develop an understanding and appreciation of certain scientific principles concerned with movement that relate to such factors as time, space, force, and mass energy relationships.
4. To develop through the medium of games and sports better interpersonal relationships.
5. To develop the various organic systems of the body so they will respond in a healthful way to the increased demands placed on them.

These objectives provide the fundamental basis for curriculum planning and for teaching. Each activity selected for the program should be evaluated in terms of its contribution to the attainment of these objectives. No one activity or one group activities is likely to meet each of the objectives. Therefore, the program must include a variety of activities in order to attain all of the objectives.

In addition to the selection of suitable activities, the program must be conducted in a manner which will motivate students to improve in skills and other competences. Skills are not developed simply by playing the game, but through drills and other learning experiences. Likewise, desirable behavior does not result automatically from participating in sports and other physical education activities. Teachers should plan and conduct desirable activities if they want to form desirable behavior patterns.

TEACHER PREPARATION

Teachers with major/minors in physical education may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools*. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

PHYSICAL EDUCATION 08002

Level: K-6
Purpose: To provide a broad range of physical education experiences.
Content: Movement experiences in body mechanics, fitness routine activities, rhythmic activities, apparatus, stunts, tumbling, simple game activities and relays, and sports skills and activities.
Emphasis: Movement activities.

JUNIOR HIGH

PHYSICAL EDUCATION 08006

Level: 7-8
Purpose: To provide a broad range of physical education experiences.
Content: An extension of the concepts introduced in level K-6 which include movement experiences and body mechanics, fitness routine activities, rhythmic activities, apparatus, stunts, tumbling, simple game activities and relays, and sports skills and activities.
Emphasis: Movement activities.

SECONDARY

ADAPTIVE PHYSICAL EDUCATION 08031

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide handicapped students with physical development activities. Restricted students should be included in the physical education program. The physical education instructor should encourage these students to participate in activities which are within their capabilities. All students should be able to participate in such limited activities as table games, darts, shuffle board, cards, ping pong, and other adapted games. These students should be taught activities that can be done at home. Other activities possible in a restricted program include archery, badminton, croquet, golf, handball, hiking, horseshoes, swimming, and some team games.

DANCE 08034

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with a recreational outlet, incorporating creative expression, and social values. Content: Organized activity performed by pupils, alone or with others, in patterns of sequential movements in rhythm, usually accompanied by music. Various types of dances are organized under such descriptive titles as folk, square, modern, and social. Emphasis: Coeducational.

GENERAL PHYSICAL EDUCATION 08030

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To offer students a combination of physical education activities. Content: To be selected by the local school from that outlined below for 08032, 08034, 08036, 08038, 08039. At least three of the five areas must be included. Emphasis: Sports activities of lifetime interest to adults.

GYMNASTICS 08038

Level: 9-12
Credit: ¼ or ½
Purpose: To develop students' motor coordination and body flexibility. Content: Stunts and tumbling activities along with apparatus activities if equipment is available. Pyramids, relays, body mechanics, posture exercises, and trampoline also should be a vital part of this course. Emphasis: Differential level of performance dependent upon individual student ability.

HUMAN ANATOMY 08052

Level: 10-12
Credit: ½ or 1
Refer to Human Anatomy 13021 on page 111 for course description.

INDIVIDUAL AND DUAL SPORTS 08036

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with advanced sport skills that will be of value in later life. Content: Lifetime games should be stressed. Tennis, badminton, handball, golf, and archery should be included on a regular schedule, preferably for all students. Other activities may include boating and canoeing, bowling, hiking and camping, horseshoes, fencing, fly and bait casting, paddle tennis, riding, skating, snowshoeing, table tennis and wrestling. Emphasis: Experimentation with as many sports as possible.

PHYSIOLOGY 08051

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with detailed information about the human body. Content: A branch of biology that relates to the function of living organisms. Emphasis: Functions of the human body beyond those already covered in biology.

SWIMMING AND WATER SAFETY 08032

Level: 9-12
Credit: ¼, ½ or 1
Purpose. To develop students' safe and recreational swimming ability. Content: Learning how to swim properly and safely; improvement of strokes and endurance. Diving, lifesaving, skin diving, small craft operation, synchronized swimming, water games and water skiing may also be included. Emphasis: Safety in recreational swimming.
Special Note: Recommendations may be obtained from the American Red Cross for program organization and sequence.

TEAM SPORTS 08039

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To enhance sport skills of all students. Content: Volleyball, softball, basketball, field hockey, soccer, speedball and touch football should be included. Emphasis: Team sports that retain participation possibilities for adults.

PREELEMENTARY EDUCATION

(Prekindergarten, Kindergarten)

PHILOSOPHY

The optimum development of children requires simultaneous growth in physical, intellectual, social, emotional and aesthetic areas. This development is a continuous process; but it is not always orderly or smooth, and sometimes occurs in spurts of growth.

The kindergarten is frequently the first experience which children have with organized education. It should provide continuity of experiences which promote growth, challenge thinking and encourage the development of many new skills--cognitive, affective and psychomotor. It is not merely a readiness period for entry into first grade. Rather, it fulfills a need in its own right by providing a general education which touches all forms of human knowledge. Its value is in providing opportunities for maximizing the growth of children. These assertions justify the inclusion of the kindergarten as a part of the ongoing regular school program.

Recent research and experimentation show that children can learn many things at an earlier age than was formerly considered possible. The first five years of children's lives are crucial ones for developing their potentialities for human effectiveness; and growth gains are accelerated by the guidance of sensitive, questioning, curious, stimulating and understanding teachers in an organized educational setting. Some research findings indicate that by age three, 50 percent of children's mental abilities are developed and by age eight, 80 percent are developed (Bloom).

OBJECTIVES

1. To develop a positive self-image.
2. To assist children in social and emotional development.
3. To assist children in acquiring basic concepts and developing problem solving abilities.
4. To develop communication skills.
5. To provide an atmosphere that will stimulate the natural interests of children in the world around them.
6. To help children develop self-discipline.
7. To develop perceptual motor skills, muscular coordination, physical fitness, and sound health and safety habits.
8. To detect mental, social, emotional or physical handicaps which are more easily corrected or alleviated at an early age.

9. To develop respect for property and the rights of others, instill love of country and develop citizenship values.

10. To provide for the development of aesthetic expression and an appreciation of the aesthetic world.

Introductory statement and objectives are reprinted with permission from the Alabama Kindergartens (Alabama, DE, 1975).

TEACHER PREPARATION

Teachers with major/minors in Early Childhood/Kindergarten/Preschool may teach prekindergarten. Teachers that are certified in elementary education and have a major/minor/endorsement in Early Childhood/ Kindergarten may teach kindergarten. The accreditation standards for teacher preparation are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

PREELEMENTARY

PREKINDERGARTEN 00095

Purpose: To provide a broad range of experiences that will facilitate the development of the social, emotional, psychomotor and cognitive skills of children which are of prekindergarten age. Content: Will vary considerably from school to school depending upon the goals of the program and the length of the program. Emphasis: Development of social skills.

KINDERGARTEN 00096

Purpose: To provide a broad range of experiences that will facilitate the development of the social, psychomotor, and cognitive skills of five year old children. Content: Will vary considerably with the goals of the school and the program and the length of the program. Emphasis: Development of prereadiness cognitive skills, social skills and gross motor skills.

SCIENCE

PHILOSOPHY

In our expanding technological society, it is necessary to have scientifically literate citizens. The educational program must be designed to meet the challenge of constant change as a result of scientific progress. The processes of science and the methods of discovery and investigation are keys to the future rather than rote memorization of specific facts. Facts are only important if they are necessary to understanding basic concepts. Students should become involved in science and laboratory activities at all grade levels.

> What I hear, I may forget
>
> What I see, I may remember
>
> But what I do, I will know.

OBJECTIVES

1. To teach the methods of scientific investigation and develop students' ability to interpret observations and data.
2. To provide laboratory experiences on which to build further science learnings and to cultivate students' curiosity.
3. To help students, through observation and discovery, to become knowledgeable of their environment.
4. To develop skills in graph reading, use of laboratory equipment, reading scientific content, and problem solving.
5. To assist students to develop selected scientific knowledge, understand basic concepts and acquire needed vocabulary.
6. To develop in students attitudes necessary for critical thinking, open-mindedness, and respect for the opinion of others.
7. To allow students to explore career opportunities in science and science related areas.

TEACHER PREPARATION

Teachers with major/minors in science may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

SCIENCE 13001

Level: 1-6
Purpose: To provide an overview of the natural world. Content: Studies should include life, earth and physical science. Emphasis: Concentration on processes, investigations and the environment. It should be student centered and should evolve around problems or questions identified by the students.

JUNIOR HIGH

LIFE SCIENCE (Grade 7) 13006

Level: 7
Purpose: To provide an understanding and appreciation of the living and physical environment. Content: The study of plants, animals and man. Agriculture, health and conservation of the environment should be included. Emphasis: Laboratory activities and field trips are important.

COMPUTER LITERACY 13007

Level: 7-8
Refer to Computer Literacy 23005 on page 48 for course description.
Note: See also Computer Literacy 03006 and 11007 on pages 38 and 93.

EARTH SCIENCE (Grade 8) 13008

Level: 8
Purpose: To provide an introduction to the study of the formation and substance of the earth. Content: Astronomy, meteorology, geology and paleontology. Emphasis: Experimental activities and basic concepts necessary for future studies in science.

HEALTH 13009

Level: 7-8
Refer to Health 08001 on page 76 for course description.

SECONDARY

AEROSPACE 13088

Level: 9-12
Credit: ½ or 1
Purpose: To provide students interested in flying with an overview of aeronautics. Content: Flight and conditions affecting flight, may also include flight indoctrination and flight training, if conditions make this available. Emphasis: Basic concepts involved with airplanes and flight.
Special Note: This is a laboratory course and must meet a minimum of 75 hours per ½ credit.

ASTRONOMY 13061

Level: 11 or 12
Credit: ¼ or ½
Purpose: To provide students with a detailed study of one area of earth science. Content: A study of the solar system, stars and universe. Emphasis: Practical and relevant applications of astronomy.
Special Note: This is a laboratory course and must meet a minimum of 37.5 hours per ¼ credit.

BIOLOGY 13020

Level: 9-12
Credit: ½ or 1
Purpose: To develop an understanding of life processes which are basic to the life of every person. Content: The study of plants, animals and the human body. The study of drugs, alcohol and tobacco may be included. Emphasis: Laboratory experiences with an abundance of living plants and animals, both in the classroom and out-of-doors.
Special Note: This is a laboratory course and must meet a minimum of 75 hours for ½ credit.

BIOLOGY, ADVANCED 13029

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Biology, chemistry, and appropriate mathematics
Purpose: To provide detailed study of biological science for the interested, capable student. Content: A continuation of the topics studied in 13020, but the laboratory work should be more advanced, involving a certain amount of precision, research and teamwork. Emphasis: Variety of journals and references.
Special Note: This is a laboratory course and must meet a minimum of 75 hours per ½ credit.

CHEMISTRY 13031

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with an overview of the field of chemistry. Content: A study of what substances are composed of, how are their properties related to their compositions and how does one substance interact with another. Emphasis: Practice laboratory where science is appreciated and attitudes of true experimentation are developed. It is important to stress the role of chemistry in economics, medicine, its utilization in future careers, its benefits to citizens and its environmental impact.
Special Note: This is a laboratory course and must meet a minimum of 75 hours for ½ credit.

CHEMISTRY, ADVANCED 13032

Level: 11-12
Credit: ½ or 1
Student Prerequisite: Chemistry, physics and appropriate mathematics
Purpose: To provide a more detailed study of chemistry for the interested student. Content: A continuation of the topics studied in 13031 but the lab work should be more advanced.
Special Note: A minimum of 75 hours per ½ credit.

COMPUTER LITERACY 13050

Level: 9-12
Credit: ¼ or ½
Refer to Computer Literacy 23010 on page 48 for course description.
Emphasis: Science concepts.
Note: See also Computer Literacy 03160, 11088 and 14022 on pages 41, 94 and 162.

COMPUTER PROGRAMMING 13051

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Recommended: Data Processing Fundamentals 14020 or Data Processing 03170
Refer to Computer Programming 23012 on page 49 for course description.
Note: See also Computer Programming 03161, 11089 and 14023 on pages 41, 94 and 162.

COMPUTER PROGRAMMING, ADVANCED 13052

Level: 10-12
Credit: ½ or 1
Student Prerequisite: 1 unit of Computer Programming
Refer to Computer Programming, Advanced 23015 on page 49 for course description. Emphasis: Science concepts.
Note: See also Computer Programming, Advanced 03162, 11090 and 14024 on pages 41, 94 and 162.

EARTH SCIENCE (Secondary) 13063

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with advance study in earth science.
Content: Astronomy, meteorology, geology, oceanography and paleontology. Emphasis: New knowledge of the universe as a result of space exploration, importance of the conservation of natural resources, weather modification and study of the land.
Special Note: This is a laboratory course and must meet a minimum of 75 hours for ½ credit.

ECOLOGY 13110

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide an opportunity for students to increase awareness of the close ties between living organisms and their environment. Content: Ecology concerns itself with the interrelationships of living organisms, the physical environment and energy flow and man's effect on the environment. Emphasis: Ecology should be approached from a scientific and laboratory (indoors and outdoors) approach.
Special Note: This is a laboratory course and must meet a minimum of 75 hours per ½ credit.

GEOLOGY 13062

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with detailed study of one area of earth science. Content: A study of the history of the earth and its life as recorded in rock formations. The rock cycle and the continental drift should also be studied. Emphasis: Practical and relevant applications of geology.
Special Note: This is a laboratory course and must meet a minimum of 37.5 hours per ¼ credit.

HEALTH 13023

Level: 9-12
Credit: ¼, ½ or 1
Refer to Health 08010 on page 76 for course description.

HUMAN ANATOMY 13021

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Biology
Purpose: To provide an introduction for students interested in advancing their knowledge in this area. Content: A branch of biology that relates to the structure of the human body. Emphasis: The human body.
Special Notes: This is a laboratory course and must meet a minimum of 75 hours per ½ credit. See also Human Anatomy 08052 on pages 77.

METEOROLOGY 13064

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with a detailed study of one area of earth science. Content: A study of weather, modification and forecasting; climate and atmospheric phenomena. Emphasis: Practical and relevant applications of meteorology.
Special Note: This is a laboratory course and must meet a minimum of 37.5 hours per ¼ credit.

OCEANOGRAPHY 13074

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with a detailed study of one area of earth science. Content: A study of the ocean. Emphasis: Practical and relevant applications of oceanography.
Special Note: This is a laboratory course and must meet a minimum of 37.5 hours per ¼ credit.

PHOTOGRAPHY 13090

Level: 9-12
Refer to Photography 10254 on page 154 for course description.

PHYSICAL SCIENCE 13030

Level: 9-12
Credit: ½ or 1
Purpose: To provide the skills and information students will use in future science courses and as knowledgeable citizens. Content: Physical science essentially a combination of the elementary fundamentals of chemistry and physics. It includes units on laboratory procedures, measurement, chemistry, heat, sound, light and electricity. Emphasis: The laboratory process and the practical aspects of science should be stressed. Physical science should go no further than an introduction to chemistry and physics.
Special Note: This is a laboratory course and must meet a minimum of 150 hours for 1 credit.

PHYSICS 13042

Level: 9-12
Credit: 1
Purpose: To provide students with practical as well as scientific values. Content: The study of matter, energy and their relationships. Emphasis: Involvement of the students in investigations and emphasis on the relation of physics principles to everyday living.
Special Note: This is a laboratory course and must meet a minimum of 150 hours for 1 credit.

PHYSICS, APPLIED 13044

Level: 11-12
Credit: ½ or 1
Purpose: (A more practical course than 13042) To provide students with social and industrial application of physics. Content: The basic topics are measurement, structure of matter, mechanics, light, sound, electricity and magnetism. Emphasis: The topics should be approached from a practical, less mathematical point of view.
Special Note: This is a laboratory course and must meet a minimum of 75 hours per ½ credit.

PHYSIOLOGY 13022

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Biology and chemistry
Purpose: To provide students with detailed information about the human body. Content: A study of the function of living organisms and their parts. Emphasis: The functions of the human body beyond those already covered in biology.
Note: See also Physiology 08051 on pages 77 and 104.
Special Note: This is a laboratory course and must meet a minimum of 75 hours per ½ credit.

SOCIAL STUDIES

PHILOSOPHY

There are three factors that should have a strong influence on the selection of goals for the social studies program. We must consider: (1) the characteristics and needs of the society which the school serves and in which the student lives; (2) the knowledge that is available to be taught, which would include concepts, generalizations, principles, and specific content from each of the social sciences; (3) the most recent learning theories and individual learning styles that will affect the social studies teachers' approach to the learner.

The responsibility for establishing these goals will ultimately rest with each local social studies curriculum committee. They and they alone know what goals would serve that particular community.

Each curriculum committee should assess the needs of the community, clarify what is to be accomplished, and use experimentation to find the proper strategies to accomplish the program. The experimentation could be in the form of a commercial program with the strategies and rationale provided or an action research program developed by the teaching team.

OBJECTIVES

1. To evolve from student needs and abilities.
2. To be directly related to the concerns of the students.
3. To draw from currently valid knowledge.
4. To have clearly stated objectives that are locally developed.
5. To engage students directly and actively in the learning process.
6. To use a broad range of learning materials and resources.
7. To emphasize the uniqueness of North Dakota wherever applicable.

TEACHER PREPARATION

Teachers with major/minors in social studies may teach the junior high or secondary courses listed in this section and be in compliance with the minimum statutory requirements for school approval which includes NDCC 15-41-25, minimum teacher preparation. The accreditation standards for elementary, junior high/middle and secondary teachers are listed in the *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Junior High/Middle and High Schools*. Please refer to the Teacher Preparation Section on page 7 in this document for a listing of documents containing teacher preparation information, e.g. approval, state and regional (NCA) accreditation.

ELEMENTARY

SOCIAL STUDIES 15001

Level: 1-6
Purpose: To study topics which develop from the students immediate surrounding outward to encompass state, nation, and world. Content: Concepts and generalizations relating to anthropology, economics, geography, history, political science, psychology, and sociology. The content is adjusted to the level of the student. Emphasis: Understanding of the world the students live in.

JUNIOR HIGH

SOCIAL STUDIES 15005

Level: 7-8
Purpose: To allow students to acquire knowledge and an understanding of the nation they live in and the neighboring countries. Content: Concepts and generalizations relative to anthropology, economics, geography, history, political science, psychology and sociology of North Dakota, the United States, and the countries of the North American and South American continents. Emphasis: Understanding of the state, the nation and the continent in which the students live.

NORTH DAKOTA STUDIES 15006

Level: 7-8
Purpose: To provide students with information on the State of North Dakota. Content: Concepts and generalizations relative to anthropology, economics, geography, history, political science, psychology and sociology of North Dakota. Emphasis: Understanding of the state in which the students live.

SECONDARY

Secondary - Economics

ECONOMICS 15060

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with basic economic concepts and understanding of a market economy. Content: Man's use of limited resources, interrelationship of goods and services with wants. Emphasis: May be a case study of a complete business operation -- Business Economics, a comparative study of various economic systems -- Comparative Economics, an analysis from the consumer's point of view -- Consumer Economics, or an examination of economic theory -- Principles of Economics.

Secondary - Geography

GEOGRAPHY 15070

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To build and develop students' geographic skills. Content: Spatial relations and processes and their impact on human activities ("why things are when they are"). Emphasis: May be concerned with geologic development -- Historical Geography, with humans and their activities -- Cultural Geography, with global supply and demand -- Economic Geography, with physical and biotic features of the earth -- Physical Geography, or with a special region -- Geography of North Dakota.

Secondary - Government

AMERICAN GOVERNMENT 15111

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide all students background details on the functions of American Government. Content: Processes and structures by which citizens of the United States govern themselves at the local, state, and national level. Emphasis: Legislative and executive branches.

INTERNATIONAL RELATIONS 15114

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with information on current international political situations. Content: Agencies, operation, and principles involved in communication and interaction among world nations. Emphasis: Governmental relationships with the United States.

LAW AND JUSTICE IN NORTH DAKOTA 15118

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with details of criminal justice system on a localized basis. Content: Four segments dealing with development of laws, law enforcement, course and court structure, and corrections. Emphasis: Judicial branch with special attention to North Dakota statutes.
Special Note: Special guide for this course is available from the Department of Public Instruction.

POLITICAL SCIENCE 15110

Level: 9-12
Credit: ¼ or ½
Purpose: To provide superior students with a background in abstract political theory. **Content**: Interaction of government and culture, political systems, processes, theories, goals and relationships between governments. **Emphasis**: Comparative study of governmental units and political behavior of individuals.

Secondary - History

HISTORY OF NORTH DAKOTA 15084

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with detailed information on the State of North Dakota, especially for students planning to remain here. **Content**: Selected events, individuals, groups, institutions, artifacts, ideas, natural environment, industries and other phenomena associated with North Dakota.

LOCAL HISTORY 15082

Level: 9-12
Credit: ¼ or ½
Purpose: To teach students the historian's method through researching and analyzing the local community. **Content**: Selected events, individuals, groups, institutions, artifacts, ideas, natural environment, industries and other phenomena associated with the immediate community of the local school. **Emphasis**: Student involvement in research, interviews, site visitations and writing.

U.S. HISTORY 15085

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with necessary background information on current United States society. **Content**: Selected events, groups, institutions, movements, artifacts, ideas or other phenomena associated with the history of the United States. **Emphasis**: Chronology -- Post-1920 U.S. History, major happenings -- Civil War, specific groups -- Minority History, selected topics -- The Industrial Revolution, certain regions -- The Western Frontier, or selected phenomena -- Impact of the Iron Horse.
Special Note: Legally required instruction on U.S. and North Dakota Constitutions may be included.

WORLD HISTORY 15089

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students a general background on world civilization and events. Content: Carefully selected events, individuals, groups, institutions, artifacts, ideas, migrations and other phenomena associated with world civilizations. Emphasis: Chronology -- The World Before 1500, special nations -- The Roman Empire, geographic regions -- Western Hemisphere, certain ideas -- Spread of Islam, selected topics -- Routes of Travel, or specific groups -- Chinese Culture.

Secondary - Psychology

PSYCHOLOGY 15120

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with basic information on characteristic human behavior. Content: Human intelligence, feelings, attitudes and behavior in relation to their physical and social environment. Emphasis: General principles -- Psychology, developmental -- Child Psychology, social -- Minority Studies, or problematical -- Prejudice in American Society.

Secondary - Social Studies

ANTHROPOLOGY 15010

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with a broader view of civilization than normally treated in history courses. Content: Origin of man, relation of man and culture, ongoing cultural development, and varieties of physical, social, and cultural elements of civilization. Emphasis: Existing societies -- Comparative Cultures, special cultural elements -- World Religions, specific time periods -- Stone-age Man, or general principles -- Anthropology.

AREA STUDIES 15020

Level: 9-12
Credit: ¼ or ½
Purpose: To allow students an in-depth view of an area of the world of special interest. Content: Selected area may vary from as small as a neighborhood to as large as a continent. Normally area studies are made of areas currently affecting U.S. foreign policy or of special local interest e.g. home of an exchange student. Emphasis: Multidisciplinary; therefore, involving all social sciences.

CITIZENSHIP 15030

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students detailed instruction on the mechanics of performing citizen functions. Content: Portions of social sciences such as practical government, sociology, and political science which assist the student in developing understanding and attitudes conducive to participating as a citizen. Emphasis: Practical and relevant--theory should be left to government or political science courses.

CONSUMER EDUCATION 15050

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide students with information on jobs, incomes and expenditures in normal adult life. Content: Choosing careers, choice of school versus careers, budgeting, background on taxes, insurance, credit buying, installment loans, and personal expenditure. Emphasis: Income and expenditure statistics in North Dakota.

COOPERATIVE MARKETING 15069

Level: 9-12
Credit: ½
Purpose: To provide students with knowledge about consumer cooperatives. Content: Problems involved with the movement of goods from the producer to the consumer. Cooperative marketing as a possible solution to these problems. Includes both cooperative marketing and consumers' cooperatives. Emphasis: Cooperative marketing of agricultural products.

MARRIAGE AND THE FAMILY 15301

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students a general view of American family structure and relationships. Content: Sociological, legal, psychological and religious view of marriage and family relationships, responsibilities and roles of each member, function of the family in our society. Emphasis: Problems and activities of living as a family in North Dakota.
Special Note: See also Family Living 08015 on page 77 and Family Living 09122 on page 46 and Parenthood Education 09120 on page 145.

NORTH DAKOTA STUDIES 15401

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To supply students with pertinent information concerning life as a citizen of North Dakota. Content: Life-styles, employment opportunities, ethnic heritages, historical events, geographic description, geologic elements, sociological phenomena, current events, political insights and other factors as appropriate. Emphasis: The local community and surrounding region--especially opportunities for young people.

ORIENTATION TO SOCIAL SCIENCE 15251

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with a general overview of all social sciences. Content: Capsulated overview of each of the seven social sciences--history, geography, political science, economics, anthropology, sociology and psychology. Emphasis: Local social studies program and unique local information.

PROBLEMS OF DEMOCRACY 15201
(Contemporary Problems)
(Present Day Problems)

Level: 9-12
Credit: ¼, ½ or 1
Purpose: To provide an opportunity for student exploration of special issues or current events. Content: Combines economics, history, geography, political science, and sociology as designed by the local school. May utilize standard textbook if desired. Emphasis: Politics -- Voting Rights, citizenship -- The 18-Year-Old Citizen, current events -- News Analysis, history -- Background of World Problems, special topics -- Garrison Diversion, community problems -- Vandalism--Who? Why?, consumer information -- Managing a Checking Account, or other social issues -- Unmarried Mothers.

WOMEN: PAST AND PRESENT 15083

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with special instruction on the contributions of women not normally included in the study of U.S. History. Content: Overview of U.S. History highlighting the activities of women. Second portion details women's current status in 12 selected areas, e.g. politics, sports, education. Emphasis: Concentrates on women's activities in the context of American society.
Special Note: Special guide available from Department of Public Instruction for this course.

Secondary - Sociology

SOCIOLOGY 15130

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with basic knowledge of human societies. Content: All of societal relationships, from primary groups to the complex groupings of megalopolis. Behavior patterns, deviance, status, culture, and change. Emphasis: The community -- Urban Living, political behavior -- American Political Scene, organizations -- Labor Unions, theory -- Principles of Sociology, problematical -- Social Problems, Rural Problems, or special groups -- Black Studies or Indian Studies.

SPECIAL EDUCATION PROGRAMMING
FOR HANDICAPPED AND GIFTED/TALENTED STUDENTS

Handicapped students must be provided the opportunity to participate in all educational activities which are made available to the nonhandicapped. As much as possible, they should be educated in the regular classroom with nonhandicapped students, and when appropriate, in the students' home school.

Teachers in each curriculum area who suspect that students in their class are handicapped, are referred to this section in special education.

PHILOSOPHY

All children are entitled to a free public education and all school districts must provide for the education of handicapped children in their district or in cooperation with other districts.

Special education is the program through which school districts make necessary adjustments in their regular program or provide additional resources for students who, because of differences in physical, mental, emotional or learning characteristics, require a different program in order to achieve optimum development. These modifications or resources may be necessary for both handicapped students or gifted/talented students.

OVERALL GOALS/OBJECTIVES

The general goals for students in special education should be similar to those for students in the regular instructional setting. The curriculum must be designed to attain specific objectives for each student. The content of the curriculum must be meaningful for each student at whatever skill level or grade level is appropriate. Wherever appropriate, the objectives for handicapped students will parallel the objectives in the regular education program. Objectives for gifted and talented children may also be individualized.

PROGRAMS FOR MENTALLY RETARDED STUDENTS
TRAINABLE MENTALLY HANDICAPPED 19101
EDUCABLE MENTALLY HANDICAPPED 19102

1. Keep the curriculum as close to areas of regular curriculum as is feasible, particularly for mildly handicapped students. If they can manage the work in regular classrooms with supplementary help, this arrangement must be implemented.

2. A guide available from the Department of Public Instruction outlines a system for designing appropriate curriculum for moderate to severely retarded students in special classes, integrated programs, and resource rooms.

PROGRAMS FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES 19110

1. Diagnosis of the nature and extent of the learning disabilities; prescription and follow-through with special and regular teachers.

2. Involve students in all content areas of the regular curriculum switching to the most appropriate learning channel where learning problems interfere with normal class activities.

3. Supplement regular instruction using aides, tutors, audiovisual equipment, etc., under supervision of SLD teachers

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN 19150

1. Children enrolled in these programs must be handicapped to a degree constituting a marked developmental barrier.

2. Curriculum will be based on the individualized education program plan prepared for each child to enhance development of motor, social and academic performance.

PROGRAMS FOR STUDENTS WITH EMOTIONAL PROBLEMS 19201

1. Diagnosis of the nature of the emotional problem; prescription and follow-through with educational recommendations to regular and special teachers.

2. Involve students in all content areas of the regular curriculum where they can achieve and manage themselves constructively.

3. Supplement regular instruction with additional materials and audiovisual equipment under supervision of special education personnel.

4. Follow closely the recommendations of other professional team members involved in diagnosis and treatment.

PROGRAMS FOR STUDENTS WITH SPEECH AND LANGUAGE DISORDERS 19212

1. Diagnosis and remediation of speech and language problems under direction of speech pathologists.

2. Include students in all curriculum areas in the regular classroom modifying only where severe language problems may reveal need for supplementary instruction.

3. Coordinate efforts of speech pathologist and regular classroom teachers.

PROGRAMS FOR HEARING IMPAIRED STUDENTS 19223

1. Diagnosis of major problem with recommendations from medical doctors relative to use of hearing amplification.

2. Curriculum content should parallel regular curriculum with appropriate modifications.

3. For mildly hard-of-hearing, supplementary instruction to help with the acquisition of words and meanings may be appropriate.

4. For deaf or severely hard-of-hearing students, the curriculum may be less extensive because of the time and effort required in acquisition and understanding of written and spoken language.

5. Programs for hearing impaired should be under the direction of appropriate special education personnel.

PROGRAMS FOR VISUALLY IMPAIRED STUDENTS 19245

1. Diagnosis and report of visual limitations; recommendations for modification of teaching.

2. Include all curriculum areas in the students' daily program using large print texts or braille, magnifiers, tape recorders, etc., to bring to the student the content and information.

3. Use supplementary instruction in resource room for visually impaired students. Teachers of visually impaired students should help the classroom teachers and students with materials and equipment used in the regular classroom.

PROGRAMS FOR THE PHYSICALLY HANDICAPPED 19301

1. Curriculum will involve:

   a. Skills of daily living (dressing, eating, toileting, etc.).
   b. Basic reading skills (for protection and safety)
   c. Basic math skills
   d. Basic speech and language
   e. Self care and independence

2. The program for students with a severe physical handicap may be in a separate classroom, home instruction or a combination of these under a specially prepared teacher. Students with mild to moderate physical handicaps will be placed in the regular classroom with physical modifications as needed, such as specially adjusted chairs, tables, etc.

ADAPTIVE PHYSICAL EDUCATION 19304

1. Each handicapped student must be provided physical education. If the regular physical education program cannot provide an appropriate program, an adaptive physical education program must be available. Dysfunction in motor, sensory, intellectual or emotional development or a chronic health disorder may make an adaptive physical education program necessary.

2. Assessment in psychomotor abilities must be made as a basis for establishing goals and objectives. The objectives include necessary adaptations in activities and equipment. For students receiving physical therapy or occupational therapy, coordination between related services is arranged through the IEP process.

3. If the handicapping condition calls for a possible need for limitations of physical exertion, current medical records to confirm and clarify physical limitations must be on file.

4. An adaptive physical education teacher must have coursework in teaching physical education to the handicapped or must be provided consultation by a qualified person with expertise in the area of the student's handicap.

VOCATIONAL SPECIAL NEEDS 19420

1. Handicapped persons who require special education and related service and who cannot succeed in the regular education program without special education assistance, or who require a modified vocational education program are eligible for Vocational Special Needs Programming.

2. Persons eligible for Vocational Special Needs Programming must be identified by personnel qualified to complete the required assessment.

3. Services in vocational special needs include a) career counseling; b) consultation with vocational education teachers in making necessary adaptations in content, methods, and equipment; and c) support for the students in the learning process.

PROGRAMS FOR OTHER HEALTH IMPAIRED STUDENTS 19501

1. Students who are chronically ill or disabled may not be able to carry a full academic load, but the curriculum should still parallel the regular curriculum and have the goal of returning the student to the regular program as soon as possible.

2. Severely multiply handicapped students on home instruction should have a written plan showing a sequence of skills and goals to be gained based on their present abilities.

PROGRAMS FOR GIFTED AND TALENTED STUDENTS 19601

1. Information on the abilities of the students should determine the type of instruction and enrichment to be provided.
2. The regular curriculum should be the base from which an enhanced program emerges for the individual student.
3. Special programming for gifted and talented students should be planned by special education personnel.

Detailed guides for special education are available from the Department of Public Instruction in most of these program areas.

VOCATIONAL EDUCATION PROGRAMS

- VOCATIONAL AGRICULTURE
- VOCATIONAL DIVERSIFIED OCCUPATIONS
- VOCATIONAL HEALTH OCCUPATIONS
- VOCATIONAL HOME ECONOMICS
- VOCATIONAL INDUSTRIAL ARTS
- VOCATIONAL MARKETING AND DISTRIBUTIVE EDUCATION
- VOCATIONAL OFFICE EDUCATION
- VOCATIONAL TRADE AND INDUSTRIAL EDUCATION

VOCATIONAL AGRICULTURE

PHILOSOPHY

As the most agriculturally oriented State in the Union, North Dakota should ensure that every student at every instructional level, who may profit by instruction in agricultural skills, has the opportunity to receive such instruction. Furthermore, it is essential that the program offerings provide equally for the off-farm career agriculturalist as it does for those who will become involved in production agriculture.

The unique nature of the program involving, as it does, supervised occupational experience, leadership development, and attainment of occupational knowledge and skills, dictates that it be at least a four-year program if the student is to receive maximum benefits. For this reason the ninth grade program is purposely very broad in nature to allow for the development of basic skills common to all eight of the designated instructional areas.

The four courses, Introduction to Vocational Agriculture/Agribusiness/FFA, Foundations of Vocational Agriculture/Agribusiness/FFA, Vocational Agriculture/Agribusiness/FFA III and Vocational Agriculture/Agribusiness/FFA IV are to be considered the basis of the Vocational Agriculture curriculum. The specialized courses in Agriculture Science, Agriculture Mechanics and Agribusiness should be offered only when program emphasis and enrollments dictate.

OBJECTIVES

1. To develop competencies needed by individuals engaged in or preparing to engage in production agriculture.
2. To develop competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.
3. To develop an awareness and understanding of career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations.
4. To develop the ability to secure satisfactory employment and to advance in agricultural occupations.
5. To develop those abilities in human relations which are essential in agricultural occupations.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

JUNIOR HIGH

PRE-VOCATIONAL AGRICULTURE 01005

Level: 7-8
Purpose: To provide an introductory exploration of agricultural concepts. Contents: Learning experiences involving agricultural activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials and other processes which provide opportunities for creativity and problem solving.
Note: This course is not eligible for vocational agriculture reimbursement.

SECONDARY

INTRODUCTION TO VOCATIONAL AGRICULTURE/AGRIBUSINESS/FFA 01011

Level: 9-12
Credit: 1
Purpose: To provide students with a broad understanding of the agriculture/agribusiness/natural resources industry and to occupational opportunities within it; and to develop competencies for employment within these industries. Content: Orientation to the agribusiness world of work; agricultural production including crops, livestock and soils; agricultural sales and services; agricultural marketing and product processing; agriculture mechanics; occupational horticulture; and natural resources. Emphasis is placed on developing a supervised occupational experiences program and leadership development.

FOUNDATIONS OF VOCATIONAL AGRICULTURE/AGRIBUSINESS/FFA 01012

Level: 9-12
Credit: 1
Recommended Student Prerequisite: 01011
Purpose: To provide the student with basic agricultural knowledge so he/she may select an area of specialization; and to begin developing competencies for employment in an agricultural occupation. Content: A broad program of plant and animal science, agriculture mechanics, agribusiness, natural resources, leadership development, and supervised occupational experience.

VOCATIONAL AGRICULTURE/AGRIBUSINESS/FFA III 01013

Level: 11 and/or 12
Credit: 1
Recommended Student Prerequisite: 01011 and 01012
Purpose: To develop agricultural competencies necessary for employment or entrepreneurship in agricultural occupations. Content: A program of crop and livestock production, farm business management, agribusiness, horticulture, natural resources, agrimechanics, leadership development, and supervised occupational experience.

VOCATIONAL AGRICULTURE/AGRIBUSINESS/FFA IV 01014

Level: 11 and/or 12
Credit: 1
Recommended Student Prerequisite: 01011 and 01012
Purpose: To develop agricultural competencies necessary for employment or enterpreneurship in agricultural occupations. Content: A program of crop and livestock production, farm business management, agribusiness, horticulture, natural resources, agrimechanics, leadership development, and supervised occupational experience. This course can be a continuation of 01003 or be offered on alternating years with 01003.

PRODUCTION AGRICULTURE 01024

Level: 10-12
Credit: ½ or 1
Recommended Student Prerequisite: 01011 and 01012
Purpose: To provide students with skills necessary for agricultural production and management. Emphasis is placed on preparation for farming or ranching. Content: Units in areas of crop production, livestock production, soil science, farm management, leadership development, and supervised occupational experience.

AGRICULTURAL SALES/SERVICES AND PRODUCTS 01034

Level: 11-12
Credit: ½ or 1
Recommended Student Prerequisite: 01011 and 01012
Purpose: To provide students with skills for entry into occupations in agricultural sales and services and/or agricultural processing. Content: Deals with business organizations, business structures, job responsibilities, job applications and interviewing, human relations, marketing, selling, displaying, using business machines, business accounting, and processing meats, dairy products and grains, leadership development, and supervised occupational experience.

AGRICULTURAL MECHANICS 01043

Level: 10-12
Credit: ½ or 1
Recommended Student Prerequisite: 01001 and 01002
Purpose: To prepare students with skills necessary to construct and maintain farm buildings and environmental systems. Content: Instruction in farm structures, electricity, utilities, soil and water engineering, leadership development, and supervised occupational experience.

AGRICULTURAL EQUIPMENT AND ENGINE MECHANICS 01044

Level: 10-12
Credit: ½ or 1
Recommended Student Prerequisite: 01001 and 01002
Purpose: To prepare students with skills necessary to operate and repair agricultural machinery. Content: Instruction in small engines, tractor maintenance, machinery maintenance, welding, leadership development, and supervised occupational experience.

HORTICULTURE 01053

Level: 10-12
Credit: ½ or 1
Purpose: To prepare students with skills necessary to enter horticultural occupations and advanced courses in horticulture. Content: Instruction in plant anatomy and physiology; soils, fertilizers and nutrition; greenhouse management; floral designs; leadership development; and supervised occupational experience.

HORTICULTURE, ADVANCED 01054

Level: 11-12
Credit: ½ or 1
Recommended Student Prerequisite: 01053
Purpose: To prepare students with skills necessary to enter horticultural occupations. Content: Instruction in landscape design, nursery production, garden crops, plant insects and diseases, horticultural careers, leadership development, and supervised occupational experience.

NATURAL RESOURCES 01063

Level: 11-12
Credit: ½ or 1
Recommended Student Prerequisite: 01011 or 01012
Purpose: To prepare students with skills necessary to enter occupations in natural resources and/or forestry. Content: Instruction in game and fish management; soil, water, and air management; forest management; energy management; hunting safety; leadership development; and supervised occupational experience.

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM 01995

Level: 9-12
Credit: ¼
Student Prerequisite: Enrollment in any of the previous courses
Purpose: To provide credit for student occupational exploration. Content: Fulfillment of the standards outlined in the Policy Statement for Supervised Occupational Experience Programs in Vocational Agriculture/Agribusiness in North Dakota. All students are required to complete a minimum program of supervised occupational experience; those who wish to exceed the minimum may earn ¼ credit each year.

COOPERATIVE WORK EXPERIENCE 01999

Level: 11-12
Credit: ¼, ½ or 1
Student Prerequisite: Enrollment in any of the previous courses (11th or 12th grade)

Purpose: To provide credit for student work experiences. Content: Cooperative work experience conforming to related instruction in which the student is enrolled and consistent with the student's expressed occupational intent. Detailed provisions are outlined in the general explanation of cooperative work experience programs. Emphasis is on student employment.

VOCATIONAL DIVERSIFIED OCCUPATIONS

PHILOSOPHY

Vocational diversified occupations is a type of high school cooperative vocational education program that encompasses, to some degree, all of vocational education as offered in North Dakota. Its primary purpose is to offer high school students the opportunity to develop the knowledges, skills and attitudes necessary to enter into and advance in an occupation. This is accomplished through a combination of classroom instruction and planned and supervised on the job training.

OBJECTIVE

To offer vocational education in specific occupations to students who would not otherwise have this opportunity.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

SECONDARY

DIVERSIFIED OCCUPATIONS I 25010

Level: 11-12
Credit: 1
Student Prerequisite: None

Purpose: To provide students with indirect and direct education in vocational education related to their occupational interest. Content: Because diversified occupations serves students with widely varied career interests, there is no unifying subject matter field. In addition to the supervised placement of students on jobs, two other major types of related classes are used for this method of vocational education. The first consists of units of study that relate to the student's occupational plan and includes the technical knowledge needed to develop technical competency. The second type consists of units generally related to the student learner's work and includes the following areas:

Preemployment preparation
Growing on the job
Career investigation
Basic skills
Business
Personal economics
Job related instruction

While much of the instruction in diversified occupations is individualized, course descriptions are identified to assist the diversified occupations coordinator, the administrator, other teachers and the public in becoming aware of the instructional objective of the program. Emphasis: Attitudes and basic concepts.

DIVERSIFIED OCCUPATIONS II 25020

Level: 12
Credit: 1
Student Prerequisite: Diversified Occupations I
Purpose: To provide a continuation of studies from Diversified Occupations I with use of advanced materials.

COOPERATIVE WORK EXPERIENCE 25999

Level: 11-12
Credit: ½ to 2
Purpose: To help students adjust from classroom to the world of work.
Content: Combines employment in the community with school instruction utilizing training plans and training agreements. Students are normally paid a minimum wage by the employer and are released from school during work. Emphasis: Competencies needed for entry and advancement in the chosen marketing or distributive occupation.

VOCATIONAL HEALTH OCCUPATIONS

PHILOSOPHY

The health occupations program is designed to prepare students to enter the labor market as a nurse assistant or to provide the student the opportunity to pursue additional advanced vocational/technical education at the postsecondary level in a health occupation. The program is developed and delivered realistically in light of the actual and documented needs of business and industry, and is suited to serve those students whose needs, interests, and abilities are compatible to the goal of successful placement. Equal access is provided to all students while maintaining the integrity of the vocational intent of the program by assuring that all students are allowed to make informed occupational choices prior to enrolling in this program. The program will be kept up-to-date in terms of the needs of business and industry through the use of an active program advisory committee and evaluation conducted on the basis of how successfully completers and leavers find employment and are considered by their employer to be prepared for employment, or to pursue additional advanced vocational education in the related field at the postsecondary level.

OBJECTIVES

1. To prepare students for entry level employment in a health occupation.
2. To assist students to enter postsecondary health training or education based on sound occupational information and experience.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

SECONDARY

HEALTH OCCUPATIONS 07033

Level: 11-12
Credit: 2-4
Purpose: To prepare students for entry level employment in hospitals, nursing homes and other health agencies, content skills in patient care qualifying students to assist the professional nurse in direct nursing care and to function in other health related activities. Emphasis: Actual patient care experiences in local health care facilities.
Special Note: The nurse assistant is a nonprofessional auxiliary worker whose activities do not constitute the practice of nursing as defined by the North Dakota Board of Nursing.

HEALTH EDUCATION SUPERVISED OCCUPATIONAL EXPERIENCE 07999

Level: 11-12
Credit: 2-4
Purpose: To help students make the adjustment from the classroom to the world of work. Content: Combines regularly scheduled supervised employment in the community and school instruction utilizing training plans and agreements. Students are normally paid a minimum wage by the employer and are granted release time from school for the actual work experience. Emphasis: Competencies needed for entry level jobs and advancements in health occupations.

VOCATIONAL HOME ECONOMICS

Vocational home economics in North Dakota has two components: consumer and homemaking education and occupational home economics.

Consumer and Homemaking Education (C&HE) is the instructional program within vocational home economics education which prepares males and females at the elementary through adult education levels for the occupation of homemaking (unpaid employment). Instruction focuses on assisting family members of all ages to examine values and issues; to develop attitudes, knowledge, and competencies for achieving satisfying personal, family, and community life; and to develop effectiveness in the occupation of homemaking, in salaried positions, and in the community of a democratic society.

Occupational Home Economics Education (OHEE) is the instructional program within vocational home economics education which prepares males and females at the middle/junior high school through adult education levels for paid employment in home economics occupations. Instruction develops knowledge, attitudes, and skills needed for entry-level jobs, for advancement in the chosen occupation, and for job mobility.

PHILOSOPHY

One of the most important resources of our nation is the individual. A major source of nuturance, protection, and renewal for the individual is the family. From this perspective the family, in its various forms, serves as the basic unit of our society. Education and training which contribute to improving the quality of family life will also enhance the development of the individual family member.

While major homemaking responsibilities for a family may be assumed by one or a few of its members, each person in the family makes a contribution to the success of the living environment and to the quality of family life therein. It is appropriate and necessary, therefore, that education to develop or improve homemaking knowledge and skills be provided to youth and adults of both sexes.

The concerns of the nation, whether social, economic, educational, or otherwise, impact on the family. Teaching families to cope, to solve problems, to utilize their own strengths, is less costly than crisis intervention and remediation. Home economics is the only comprehensive family life program readily accessible to a majority of persons which is prepared to provide this training.

An individual who is able to manage home and personal life effectively has increased potential for success in the world of work. Because of the interrelatedness of work and home life, a success or difficulty in one arena (either on the job or at home) will have a corresponding effect on the other. By helping family members cope with the demands of multiple roles, home economics contributes to improved productivity on the job.

While a core of knowledge is basic to all home economics programs, individual programs should be modified to reflect assessed local needs and even to anticipate changing attitudes, values, and conditions of society.

Skills necessary for successful homemaking, such as decision making, problem solving, resource management, and interpersonal relations are transferable to the world of paid employment and contribute to success on the job.

Leadership skills can be learned. Given the opportunity to assume increasingly greater degrees of responsibility under adult guidance, youth can develop leadership skills and abilities.

OBJECTIVES

Consumer and homemaking education:

1. To provide preparation for the occupation of homemaking for youth and adults of both sexes with varying background and abilities.

2. To contribute to homemaking abilities and to the employability of youth and adults by helping them develop skill in managing multiple roles of homemaker, wage earner, family member, and citizen.

3. To encourage interest in home economics related occupations and careers.

4. To develop consumer competence in the management and use of resources in personal and family life.

5. To enable students to explore contributions varying cultures make to family living.

6. To further investigate the role of families in the development of individuals.

7. To assist students in reaching their potential as individuals, as family members, as citizens, and as persons engaged in the world of work.

8. To help individuals consider and clarify their own values.

9. To provide opportunities for critical thinking and decision making to deal with management issues in the family.

10. To develop competence in intelligent consumer practices in the market place.

11. To provide opportunities to apply knowledge and skills for self-development and in preparation for life as a homemaker through extended learnings (work experiences) outside the classroom.

12. To provide opportunities for the development of leadership and citizenship responsibilities through Future Homemakers of America--FHA chapters.

Occupational home economics education:

1. To develop entry-level and/or advanced skills and competencies needed for employment and/or advancement in an occupational area using home economics knowledge and skills.
2. To provide exploration in home economics related occupations.
3. To provide opportunities to apply knowledge and skills in the occupational area through extended learnings (simulations and/or supervised occupational experience).
4. To provide opportunities for the development of leadership and citizenship responsibilities through Future Homemakers of America--HERO chapters.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the *North Dakota Vocational-Technical Education Program Standards*.

SECONDARY

Consumer and Homemaking Education

HOME ECONOMICS I 09012

Level: 9-12
Credit: 1
Purpose: To acquaint students with basic concepts in all areas of home economics. *Content*: Occupational information; positive self-image; interpersonal relationships; personal development; understanding and caring for children; clothing selection, care and construction; developing consumer skills; personal nutritional needs; contributing to satisfying home environment. *Emphasis*: Knowledge, attitudes and skills relevant to personal, home and family life.

HOME ECONOMICS II 09013

Level: 10-12
Credit: 1
Student Prerequisite: Home Economics I 19012
Purpose: To provide students with detailed homemaking experiences in all home economic areas. Content: Self-development; multiple roles in contemporary society; occupational knowledge; developing skills for employability; making decisions related to employment, marriage and parenthood; selection and care of textile products for home and wardrobe; clothing construction; financial decision making and economic interdependence; selection and maintenance of housing to meet lifestyle and personal/family goals; nutrition and family meals at home and away; identifying and using community resources.

HOME ECONOMICS III 09014

Level: 11-12
Credit: 1
Purpose: To provide specialized experiences for advanced students related to their present and future homes. Content: Determined by the needs and interests of the students. Applicable units of instruction may be selected from courses indicated below.

INDEPENDENT LIVING 09015

Level: 10-12
Credit: ¼ or ½
Purpose: To help prepare youth to assume responsibilities inherent in becoming self-sufficient young adults living away from the parental home during or immediately following high school. To focus on concerns and decisions encountered by young persons as they begin to establish themselves as independent adults. Content: What is "independence," taking care of self, nutrition for adult life, managing personal finances, the individual's role in the marketplace, establishing a first "home away from home," selecting and caring for clothing for adult roles, citizenship roles and responsibilities, managing on the job, use of leisure time. Emphasis: Taking responsibility for one's self and living independently away from the parental home.

CHILD DEVELOPMENT 09016

Level: 10-12
Credit: ¼ or ½
Purpose: To provide an in-depth study of children. Content: Care and guidance of children, creative activities for children, preparation for parenthood, prenatal development and care, social issues related to children, community agencies and services for children and families. Emphasis: Actual experiences working with children.

CLOTHING AND TEXTILES 09017

Level: 10-12
Credit: ¼ or ½
Purpose: To provide an in-depth study of clothing and textiles. Content: Personal and family clothing to fit roles, life-styles and occupations; selection, alteration, construction and maintenance of clothing; creativity in wardrobe planning; management of resources to achieve clothing goals. Emphasis: Developing personal standards and styles in dress; management of resources.
Special Note: Advanced clothing study beyond this course may be approved provided the total home economics program includes options from all concept areas.

TODAY'S CONSUMER 09018

Level: 11-12
Credit: ¼ or ½
Purpose: To provide experiences related to management of resources and achieving personal/family goals. Content: Economic perspectives; role of the individual as a consumer; techniques in management for individuals and families; management practices related to homemaking responsibilities; use of financial resources to attain personal and family goals. Emphasis: Development of consumer capabilities, skills, and understanding.

FAMILY HEALTH 09119

Level: 10-12
Credit: ¼ or ½
Purpose: To prepare the student to provide family health care. Content: Developing a personal/family health and fitness plan; nutrition and exercise; analyzing and evaluating popular diets; prevention of illness; diagnosing health problems; caring for the ill in the home; emergency treatment (including CPR) and medication; substance abuse; identifying and using community health/wellness resources. Emphasis: Preparation to maintain optimum personal/family health and to cope with health problems.

PARENTHOOD EDUCATION 09120

Level: 11-12
Credit: ½
Purpose: To explore the parenting role assumed by most persons at some time in their lives. Content: Understanding self as a developing adult; readiness for parenting; parenting roles--biological and other; parenting responsibilities; current issues in parenting and family life; identifying and using community resources. Emphasis: Making informed decisions about parenthood.

FAMILY LIVING 09122

Level: 10-12
Credit: ½ or 1
Purpose: To enable the students to understand human relationships in the family. Content: Preparation for adult roles and responsibilities; the family in contemporary society; establishment and maintenance of relationships; exploring life-style options which may include marriage and parenting; identifying and using community resources in family life and parenting. Emphasis: Meeting the variety of needs and interests of family members, personal and family values.

FOOD AND NUTRITION 09121

Level: 10-12
Credit: ¼ or ½
Purpose: To provide the student experiences with food and health related to family living. Content: Food patterns and customs; technology; consumer choices; management of food resources; energy and resource consumption and conservation; organization and management of food preparation facilities and equipment. Emphasis: Meeting personal and family nutritional needs through effective use of resources. Special Note: Advanced food and nutrition study beyond this course may be approved provided the total home economics program includes options from all concept areas.

HOME MANAGEMENT 09124

Level: 10-12
Credit: ¼ or ½
Purpose: To provide the student with decision making experiences needed to maintain a home and family. Content: Societal and economic influences on individual and family management, values, goals, and standards, family economics, organization of activities in the home, identification and use of community resources. Emphasis: Values, goals, use of resources and their effects upon decision making, effects of changing male/female roles and family life-styles.

HOUSING AND HOME FURNISHINGS 09123

Level: 10-12
Credit: ¼ or ½
Purpose: To provide students with experiences in creating favorable surroundings for family life. Content: Determining housing needs; types of housing; financial aspects; interior design; care, maintenance and improvement of homes and furnishings; energy and resource consumption and conservation. Emphasis: Developing a living environment consistent with one's chosen life-style.

Occupational Home Economics Education

CHILD CARE SERVICES 09211

Level: 10-12
Credit: 1 or 2
Purpose: To prepare the student for employment in child care centers or for self-employment in home day care. Content: Opportunities in child care occupations; personal qualities conducive to job success; child care facilities; stages of child growth and development; protecting the child's health and safety; children with special needs; working with parents; working with other child care related agencies. Emphasis: Getting and holding an entry-level job in child care services; preparing for advancement on the job.

CLOTHING SERVICES 09212

Level: 10-12
Credit: ½, 1 or 2
Purpose: To prepare student for employment concerned with clothing and textiles. Content: Opportunities in clothing services occupations; personal qualities conducive to job success; clothing services equipment and facilities; visual design, color and textiles, working with customers. Emphasis: Getting and holding an entry-level job in clothing service occupations; preparing for advancement on the job.

FOOD SERVICES 09213

Level: 10-12
Credit: 1 or 2
Purpose: To prepare the student for food services employment. Content: Opportunities in the food service industry; personal qualities conducive to job success; laws affecting food service establishments and workers; safety and sanitation; organization of food preparation and service areas; developing skill in food preparation; menu planning, recipe selection and food purchasing; work simplification; financial responsibilities. Emphasis: Getting and holding an entry-level job in food service; preparing for advancement on the job.

OCCUPATIONAL CLUSTER 09250

Level: 11-12
Credit: 1 or 2
Purpose: To allow a student to explore and gain basic employability skills in two 6ccupational training areas. Content: The cluster course gives the student the opportunity to determine his/her potential and interest in two areas of job training in home economics. (See 09211, 09212, or 09213 for specific content.)

COOPERATIVE WORK EXPERIENCE 09299

Level: 11-12
Credit: ¼, ½, 1 or 2

Purpose: To provide opportunity for students to develop and/or improve work skills in an actual employment setting. Content: An instructional plan which combines supervised community employment and school instruction. A training plan consistent with the occupational objectives of the student shall be developed for each student. In addition, a training agreement shall be developed with each cooperating employer. Students are paid minimum wage by the employer and are granted released time from school. Emphasis: Competencies needed for entry and advancement in the chosen home economics occupation.

VOCATIONAL INDUSTRIAL ARTS

PHILOSOPHY

Industrial arts education is that discipline area which develops an awareness and understanding of industry and technology. It provides opportunities for all students from elementary through adult and higher education to develop an understanding of the technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. Students acquire, through meaningful classroom and laboratory experiences, industrial-technical knowledge and ability in creative problem solving, designing, constructing and evaluating with the use of tools, machines and materials.

Industrial arts derives its content from industrial-technological developments and the need for effective living in a changing society. Industrial arts education involves students in activities which help them grow and develop self-direction, a desire for continuous learning and creativity. Furthermore, it provides avenues for making other subject areas more relevant, assists students in making meaningful career choices with ecological responsibilities and prepares the individual for further learning in a professional or technical field.

OBJECTIVES

1. To develop insights and understandings of industry and technology and its place in our society.

2. To assist students to discover and develop attitudes, interests, and individual potentials related to the industrial-technical and avocational areas.

3. To develop problem solving and creative abilities involving tools, materials, processes, and products of industry.

4. To develop abilities in the safe and proper use of tools, machines and processes through a wide range of exploratory classroom and laboratory experiences.

5. To develop career awareness, prevocational experience and information dealing with the world of work and occupational opportunities in industry.

6. To assist students in becoming effective consumers and/or producers in an industrial-technical society.

Scope of industrial arts programs--to understand the direction of industrial arts, while recognizing the interrelations of the programs, it becomes necessary to divide the total program into operational levels--the elementary, junior high (exploratory-level one) and high school (pretechnical-level two).

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

JUNIOR HIGH--LEVEL ONE--PROGRAM

The primary focus is to meet the needs of the early adolescent student. Early adolescence is a critical time in human development. During this time the student is seeking independence, sensitive to peer acceptance, establishing a value system and expanding his intellectual ability and experiences.

This operational level is divided into two parts: (1) Orientation; and (2) Exploration. The first course recommended is an orientation to industry and technology. Emphasis is placed on the "whole" of industry and technology and its effects on man, society and the environment. This course serves as the foundation to illustrate the complexity of industry and the interrelationships of its various elements in regards to types of industries, the organization and operation of industry.

The exploratory cluster courses include: (1) graphic communication; (2) manufacturing; (3) construction; and (4) energy and power. Special concerns for the exploratory cluster courses are the common learnings needed by all persons to function effectively in an industrial-technological society.

This phase is activity oriented through planned learning experiences in each of the four technical cluster areas. The activities assist the learner in developing proper attitudes, abilities and skills, problem solving, and understanding the world of work.

As a result of the sequence of industrial arts experiences at the junior high school or operational level one, the learner: exhibits a degree of industrial-technological literacy--insights and knowledge--in being able to relate societal and industrial changes to technology and its development; has made tentative choices or selection regarding educational and occupational goals; can identify and compare industrial and technical occupations, the organization of industry, evolving technologies, and methods of production; demonstrates the proper use of tools and materials; can apply, demonstrate and exhibit industrial processes and techniques through laboratory experiences and projects.

GRAPHIC COMMUNICATION TECHNOLOGY 10205

Level: 7-8
Refer to Graphic Communication Technology 10251 on page 153 for course description.

INSIGHTS INTO INDUSTRY AND TECHNOLOGY 10105

Level: 7-8
Refer to Insights Into Industry and Technology 10115 on page 154 for course description.

MANUFACTURING TECHNOLOGY 10106

Level: 7-8
Refer to Manufacturing Technology 10121 on page 154 for course description.

SECONDARY--LEVEL TWO--PROGRAM

Industrial arts at the senior high school provides concentrated and specialized technical courses. The key to the level two program lies in its flexibility. Students at this level evince a wide range of interests, abilities, and life goals. The industrial arts program must provide separate courses or instruction within courses that will provide the option of exploring industrial areas based on student interest or need.

In these courses, not all students may study the same depth or type of content. Courses and content may be selected individually for those who may leave school before graduation, graduate, or enroll in secondary or postsecondary vocational programs.

Note: The course codes in this section may not match the course codes listed in the Industrial Arts Vocational curriculum materials.

Secondary - Energy and Power

ENERGY/POWER TECHNOLOGY 10331

Level: 9-10
Credit: ½ or 1
Purpose: The study of the technology and the socioeconomic contributions of those industries concerned with energy and power. Content: An area of study through activity oriented instruction in energy and power. Emphasis: Cover energy sources, conversion, transmission and control and usage in industry, domestic and transportation.

ELECTRICAL/ELECTRONICS TECHNOLOGY 10333

Level: 10-12
Credit: ½ or 1
Purpose: Student experimentation on basic electrical relationships, circuits and components to modern electrical devices and circuits. Content: Study of the electrical industry including measurements and instruments, symbols, circuits, electrical relationships, AC current, DC current, magnetism frequency, motors, residential wiring and the electronic industry including integrated circuits, digitals, support devices and microprocessors. Emphasis: Student experimentation with electricity and electronics devices with emphasis on practical application.

ENERGY SOURCES 10338

Level: 10-12
Credit: ½
Purpose: To help students learn about the application of energy and energy sources along with various collection systems. Content: Introduction to energy sources including chemical, electrical, light, mechanical, nuclear and thermal energy. Emphasis: Career opportunities and practical collection or conversion of energy sources.

POWER TECHNOLOGY 10339

Level: 10-12
Credit: ½ or 1
Purpose: To provide students with advanced knowledge of development, transmission, and utilization of power of traditional power sources. Content: The study of the technology involved in harnessing and controlling power, including its source, generation, transmission, and conversion through small gasoline engines and auto mechanics. Emphasis: Work with two-cycle and four-cycle engines and student experimentation in area of power.

TRANSPORTATION 10361

Level: 10-12
Credit: ½
Purpose: To study social/cultural developments related to utilization of various modes of transportation to advance mobility. Content: Student activities include transportation development, classification, terrestrial modes and routes, conveyance systems, marine modes, atmospheric modes, space vehicles and future alternatives. Emphasis: Physical and human elements involved in the movement of themselves and their goods or services from one point in a given environment to another point in the same or alternate environment.

Secondary - General Industrial Arts

INDIVIDUAL TECHNICAL PROBLEMS I 10091

Level: 11-12
Credit: ½ or 1
Purpose: To provide a course for small schools who cannot offer specific Level II courses. Content: Experiences are to be identified and developed on a contractual basis by the student and approved by the instructor in graphic communications, production and energy/power. Emphasis: Research and experimentation in selected areas.

INDIVIDUAL TECHNICAL PROBLEMS II 10092

Level: 11-12
Credit: ½ or 1
Prerequisite: 10030
Purpose: To provide a course for large schools who have offered the Level II courses and a student still wants to continue his development in a selected area. Content: Advanced study in problem solving in one of the following areas: design drafting, photography, graphic arts, construction drafting, wood technology, metal technology, plastic technology, energy sources, power technology, electrical/ electronic technology or transportation technology. Emphasis: Research and experimentation in a selected area.

Secondary - Graphic Arts

GRAPHIC COMMUNICATION TECHNOLOGY 10251

Level: 9-10
Credit: ½ or 1
Purpose: To promote the study of technology and socioeconomic contributions of these industries within the graphic communications area. Content: An area of study involving techniques and processes used to transmit ideas, knowledge or information. Emphasis: To provide exploratory laboratory and classroom activities in the areas of drafting and graphic arts.

DESIGN DRAFTING 10253

Level: 10-12
Credit: ½ or 1
Purpose: To introduce students to communication through different types of drawings. Content: Advanced mechanical drawing, engineering drawing, sheet metal drawing, and electrical drawing. Should involve the use of technical drawing instruments, techniques, and being able to convey ideas graphically. Emphasis: Design, blueprint reading, sketching, symbols, sectional views and careers in design drafting.

CONSTRUCTION DRAFTING 10256

Level: 10-12
Credit: ½
Purpose: To provide students wtih the necessary theory and techniques to read blueprints and produce working drawings. Content: Drafting procedures, building codes, plot plans, floor plans, architectural drawing and career opportunities in construction drafting. Emphasis: Drafting procedures and theories in residential construction.

GRAPHIC ARTS 10252

Level: 10-12
Credit: ½ or 1
Purpose: To introduce students to printing, production, image generation, and other forms of graphic arts. Content: A study of the history, economics, occupations, and consumer information related to the printing industry. The study of tools, materials, and processes utilized in bindery and various duplication processes and printing. Includes design, composition, production, presswork, bindery, finishing and packaging. Emphasis: Student experimentation and production and careers in graphic arts.

PHOTOGRAPHY 10254

Level: 10-12
Credit: ½ or 1
Purpose: To provide students with techniques in photographic theory, camera function, darkroom practices and the integration of light, photographic materials, exposure and processing chemistry. Content: Photographic principals, camera operation, film development procedures, print processing, finishing techniques and darkroom procedures. Emphasis: Black and white photography introduced and practiced in this course.

Secondary - Manufacturing and Construction

INSIGHTS INTO INDUSTRY AND TECHNOLOGY 10115

Level: 9
Credit: ½ or 1
Purpose: To provide students with an overview of industry and technology. Content: This course serves as an intergrator or unifier of industry and technology as a "whole" rather than fragmented parts. Emphasis: The discipline of industrial technology in regards to the role of industry, materials, production, energy, management, distribution and occupational information.

MANUFACTURING TECHNOLOGY 10121

Level: 9-10
Credit: ½ or 1
Purpose: To promote study of the technology and the socioeconomic contributions of those industries concerned with the creation of durable consumer products. Content: An area of study involving techniques and processes used to produce goods. Emphasis: Researching, locating and securing materials and processing of materials into finished products that will be of value to society.

CONSTRUCTION TECHNOLOGY 10111

Level: 9-10
Credit: ½ or 1
Purpose: To promote study of the technology and the socioeconomic contributions of those industries concerned with residential and industrial structures. Content: An area of study in the development and building of a product to be assembled on site. Emphasis: Preconstruction, construction and postconstruction including the whole spectrum of construction technology from management through construction processes.

WOOD TECHNOLOGY 10123

Level: 10-12
Credit: ½ or 1
Purpose: To introduce students to furniture, recreational and other wood products using machine tools, processes and wood technology. Content: A study of design, cabinet construction, materials, processes, wood preservation, and lumber used in the wood industry. Includes selecting material, evaluation, designing, blueprint reading, and constructing projects. Emphasis: Creativity of students to further develop their interests, talents and abilities in production of wood products.

METAL TECHNOLOGY 10126

Level: 10-12
Credit: ½ or 1
Purpose: To provide students advanced experiences with metals. Content: To study, experiment with and develop techniques in the use of machine tools, foundry and welding. Includes welding techniques, pattern making, castings, and shaping metals by machines and design. Emphasis: Experiences and activities dealing with technology of metal, the materials, processes, applications and career opportunities in the metal industry.

PLASTIC TECHNOLOGY 10129

Level: 10-12
Credit: ½
Purpose: To provide students with advanced experiences with plastics. Content: Problems and operations involved in the manufacture and transformation of plastics into usable products. Includes technical information, molding and forming, bonding, laminates, casting, foaming, fabricating, coating and dispersion systems in plastic products. Emphasis: Student experimentation and careers in plastics technology.

INDUSTRIAL CRAFTS 10180

Level: 10-12
Credit: ½
Purpose: To experiment with a variety of materials while creating well-designed and useful objects. Content: To study the craft industry, craft design and planning, material processes and selection and craft areas. Areas covered include metal, wood, plastic, leather, jewelry and gems, fibers, ceramics, graphics and composites. Emphasis: Using selected tools and processes of the industrial crafts area while developing products.

VOCATIONAL MARKETING AND DISTRIBUTIVE EDUCATION

PHILOSOPHY

In education today the term "relevant" is heard repeatedly. Marketing and Distributive Education is one program that is definitely "relevant"; it is a total program of study primarily concerned with individual student's interest and objectives in marketing and distribution. The educational experience that students obtain in the classroom and at the training station or laboratory, or model school store provides them with usable knowledge and skills valuable in many occupations and specific enough for immediate employment in marketing jobs. This vocational education program can lead directly into full-time employment and a career path. It can also lead into a post-secondary community, technical college or university program in business or numerous other marketing and distributive specialized occupational areas.

OBJECTIVES

1. To prepare students for employment and advancement in marketing distributive occupations.
2. To provide understanding and appreciation of the American free enterprise system.
3. To foster an awareness of the civic, social, and moral responsibilities of business to society.
4. To stimulate students' interests by providing an understanding of career opportunities.
5. To provide training that results in increased efficiency in distribution and marketing.
6. To foster the career development process of individuals.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

SECONDARY

INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION 04080

Level: 9-12
Credit: ½ or 1
Purpose: To provide students with objectives and benefits of the marketing and distributive education program. Content: Marketing activities, the careers available within business and industry, and how the program will help the student prepare for a desired vocation. The second half is an in-depth study of career opportunities in retailing. Emphasis: Projects, field trips and resource speakers.

MDE I: MARKETING 04210

Level: 10-12
Credit: ½
Purpose: To provide students with an overview of marketing and distributive occupations. Content: Human relations, personality in business, business math and communications, cash register operation, change making, employee cooperation, personal grooming, career opportunities, product knowledge, consumer buying motives and personal selling. Emphasis: Training for marketing jobs.

MDE II: RETAILING 04215

Level: 10-12
Credit: ½
Purpose: To prepare students for marketing and distributive occupations. Content: Receiving, checking and marking merchandise; budgeting; pricing for a proper margin; markups and markdowns; history of retailing and display. Emphasis: Attitudes and basic concepts concerning retailing.

MDE III: MERCHANDISING 04223

Level: 11-12
Credit: ½
Student Prerequisite: 04210 and 04215
Purpose: To continue preparation of students for marketing and distributive occupations. Content: Principles of successful business personnel, marketing and distribution, marketing research, advertising, sales promotion, creative salesmanship, fashion merchandising, stock control, buying and pricing. Emphasis: Inventory control, salesmanship and display.

MDE IV: SMALL BUSINESS MANAGEMENT 04233

Level: 11-12
Credit: 1
Student Prerequisite: 04210 and 04215
Purpose: To complete preparation of students for marketing and distributive occupations. Content: Developing a job description, budgeting and ratios, credit and collections, setting up a business, individual income tax, job resume and job interviewing, fundamentals of opening a new business, and importance of pricing. Emphasis: Management areas of budgeting, ratios, and communications.

MDE LAB: MODEL STORE 04290

Level: 10-12
Credit: ½ to 2
Purpose: To prepare students for employment. Content: A model store complete with modern business equipment. Retail operation and marketing activities integrated with classroom learning, including involvement in real work situations, various store responsibilities and other relevant activities; participation in total store operations by student rotation through the store departments of management, merchandising, sales promotion, and controlling. Emphasis: Skills and methods that cannot be duplicated in a classroom. Students will learn to perform on their jobs, to assume responsibility and to communicate and cooperate with other students.
Note: Supplement to 04999.

MDE: COOPERATIVE WORK EXPERIENCE 04999

Level: 10-12
Credit: ½ to 2
Purpose: To help the student adjust from the classroom to the world of work. Content: Combines employment in the community with school instruction utilizing training plans and training agreements. Students are normally paid a minimum wage by the employer and are released from school during work. Emphasis: Competencies needed for entry and advancement in the chosen marketing or distributive occupation.
Special Note: Student must participate a minimum of ten hours per week for 36 weeks, or the equivalent, to earn 1 credit. At least 33 weeks, or the equivalent, must be paid work experience. The recommended level is 15 hours per week for 36 weeks (540 hours) per credit.

VOCATIONAL OFFICE EDUCATION

PHILOSOPHY

Vocational office education is a program of study designed to provide students with the necessary skills and knowledge for a career in office occupations. The skills and knowledge learned in a vocational office education program are of limited value unless a student has had experience in utilizing these skills in an office situation. This experience can be obtained through a model office course, but cooperative work experience, is, without doubt, the preferred method of obtaining it. Either method may be used in North Dakota schools offering vocational office education programs.

Each school must develop its own vocational plan based on the needs of its students, employment opportunities and trends in the local business community, and the philosophy of the school and its patrons.

PROGRAMS AND OBJECTIVES

Accounting and Data Processing Occupations

1. To provide students with accounting and data processing skills and knowledge which enable them to successfully perform in a beginning accounting and/or data processing position and for advancement on the job.
2. To provide a foundation for entry into a postsecondary vocational accounting and/or data processing program.
3. To develop an awareness and understanding of the accounting and data processing cluster of occupations.

Clerical Occupations

1. To prepare students for clerical jobs in the business office and to advance on the job.
2. To provide basic office skills and understanding so that a student may enter a postsecondary vocational office education program.
3. To develop an awareness and understanding of the clerical cluster of occupations.

Secretarial Occupations

1. To prepare students for an initial office position that requires shorthand for employment and for advancement on the job.
2. To provide basic skills and understanding so that a student may enter a postsecondary vocational secretarial program of study.

3. To develop an awareness and understanding of the secretarial cluster of occupations.

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the *North Dakota Vocational-Technical Education Program Standards*.

SECONDARY

Only courses offered as part of a vocational program of study approved and reimbursed by the State Board for Vocational Education may utilize Office Education 14000 course codes.

ACCOUNTING, ADVANCED 14012

Level: 11-12
Credit: ½ or 1
Student Prerequisite: Accounting I 03031 and Accounting II 03032 (see page 38)
Purpose: To improve student knowledge of accounting fundamentals, accounting theory and principles. Content: A variety of special accounting problems and procedures dealing with partnerships, proprietorships, corporations, etc.

COMPUTER LITERACY 14022

Level: 9-12
Credit: ¼ or ½
Refer to Computer Literacy 23010 on page 48 for course description.
Note: See also Computer Literacy 03160, 11088 and 13050 on pages 41, 94 and 110.

COMPUTER PROGRAMMING 14023

Level: 9-12
Credit: ½ or 1
Student Prerequisite: Recommended: Data Processing Fundamentals 14020 or Data Processing 03170
Refer to Computer Programming 23012 on page 49 for course description.
Note: See also Computer Programming 03161, 11089 and 13051 on pages 41, 94 and 110.

COMPUTER PROGRAMMING, ADVANCED 14024

Level: 10-12
Credit: ½ or 1
Student Prerequisite: 1 unit of Computer Programming
Refer to Computer Programming, Advanced 23015 on page 49 for course description.
Note: See also Computer Programming, Advanced 03162, 11090 and 13052 on pages 41, 94 and 110.

DATA ENTRY MACHINE OPERATION 14021

Level: 10-12
Credit: ¼ or ½
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354 (see page 43)
Purpose: To teach students to operate a data entry machine for a computer. Content: Students are trained to an employable level for a beginning data entry operator.
Special Note: Data entry machines are required. This is a laboratory course and must meet 38.5 hours per ¼ credit.

DATA PROCESSING FUNDAMENTALS 14020

Level: 10-12
Credit: ¼ or ½
Purpose: To introduce students to the fundamentals of data processing. Content: Principles and procedures used in processing business data, manually, mechanically, electronically, as well as mini and microcomputers and to understand the uses of main frame computers and terminals.

FILING AND RECORDS MANAGEMENT 14032

Level: 9-12
Credit: ¼ or ½
Purpose: To provide the students with the skills needed for filing, storage, retrieving and recording information. Content: A wide range of study experiences such as filing systems and their management; storage and retrieval of business records; rules of indexing; evaluation of various methods of filing; uses of filing equipment and supplies; automated filing procedures; the operation of an efficient records system; including forms, design, and transfer and disposition of records.

MACHINE TRANSCRIPTION 14038

Level: 9-12
Credit: ¼ or ½
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354 (see page 43)
Purpose: To develop students' employment skills in machine transcription. Content: Through transcription of business correspondence, students are taught to transcribe on the typewriter in mailable form from the voicewriting machine.
Special Note: This is a laboratory course and must meet 38.5 hours per ¼ credit.

OFFICE MACHINES 14034

Level: 9-12
Credit: ¼ or ½
Purpose: To provide students with employment skills on various business equipment. Content: A combination course encompassing adding and calculating machines, transcribing machines, and microcomputers. Various office machines such as electronic calculators, voicewriting machines, word processing and data processing on microcomputers, and stencil and offset duplicating machines.
Special Note: This is a laboratory course and must meet 75 hours for ½ credit.

OFFICE PROCEDURES, CLERICAL 14039

Level: 10-12
Credit: 1 or 2
Purpose: To prepare students for a clerical office position. Content: General office skills and procedures, attitudes and work habits; dress and grooming; job application skills; office telephone techniques; data processing; typewriting; transcribing from voicewriting machines; operating all types of common office machines; computing, filing, sorting, checking, and recording data; limited accounting and recordkeeping activities.
Special Note: This is a laboratory course and must meet 150 hours per 1 credit.

OFFICE PROCEDURES, SECRETARIAL 14079

Level: 10-12
Credit: 1 or 2
Purpose: To refine and integrate students' secretarial skills. Content: Secretarial office skills and procedures; shorthand and transcription techniques; attitude and habits; dress and grooming; job application skills; office machine operations; voicewriting machines; filing, and other practices and procedures used by secretarial employees on the job.
Special Note: This is a laboratory course and must meet 150 hours for 1 credit.

OFFICE SKILLS, BASIC 14035

Level: 10-12
Credit: ½ or 1
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354 (see page 43)
Purpose: To introduce students to office skills and occupations. Content: Advanced typewriting, office machines, filing, and other skills and knowledges necessary before enrolling in 14039, 14079, 14990 and 14999.
Special Note: This is a laboratory course and must meet 75 hours for ½ credit.

SHORTHAND THEORY 14074

Level: 9-12
Credit: ½ or 1
Purpose: To introduce students to a shorthand system. Content: Study and practice activities concerned with the basic theory of shorthand, including the shorthand alphabet, brief forms, phrasing principles and abbreviating principles and the development of fluency in writing shorthand outlines.

SHORTHAND DICTATION 14075

Level: 9-12
Credit: ½
Student Prerequisite: Shorthand Theory 14074
Purpose: To refine students' shorthand skills. Content: A review of the principles of shorthand; shorthand vocabulary; speed and accuracy in taking dictation, and transcription of shorthand dictation. Emphasis: A bridge between shorthand theory and advanced courses.

SHORTHAND AND TRANSCRIPTION, ADVANCED 14076

Level: 11-12
Credit: ½ or 1
Student Prerequisite: Shorthand Theory 14074 and Shorthand Dictation 14075
Purpose: To allow students to combine shorthand and typing skills. Content: Advanced shorthand dictation and typewriter transcription activities; development of speed and accuracy to an employable level in taking shorthand dictation, to develop spelling, vocabulary, punctuation and other English skills.

TYPEWRITING, ADVANCED 14094
(Typewriting III)

Level: 10-12
Credit: ½
Student Prerequisite: Typewriting I 03353 and Typewriting II 03354
Purpose: To provide students with job-entry typewriting skills. Content: Typewriting speed and accuracy development is continued and integrated with the basic production of business correspondence, reports, and business forms. Proofreading, error correction, rough draft, composition at the typewriter, or microprocessor and direct dictation on the typewriter.
Special Note: This is a laboratory course and must meet 75 hours for ½ credit.

TYPEWRITING, PRODUCTION 14095
(Typewriting IV)

Level: 10-12
Credit: ½
Student Prerequisite: Advanced Typewriting 14094
Purpose: To provide students opportunities for refinement of typewriting skills. Content: Supervised, concentrated application of typing skills to the production of practical business correspondence, forms and reports. Specialized typewriting problems in the medical, legal and technical areas may be taught. Competence in typing of numbers and symbols for statistical and data processing is also included.
Special Note: This is a laboratory course and must meet 75 hours for ½ credit.

MODEL OFFICE 14990
(Simulated Office)

Level: 11-12
Credit: ½, 1 or 2
Student Prerequisite: Completion or concurrent enrollment in 14039 or 14079
Purpose: (An alternative to 14999) To provide simulated office work experience. Content: Students become employees rather than students. The classroom is transformed into a realistic business office complete with actual business equipment. The operation of a particular business is duplicated in the classroom.
Special Note: This is a laboratory course and must meet 75 hours per ½ credit. Ideally this course would be scheduled into a two period block of time (100 minutes) with 14039 or 14079.

COOPERATIVE WORK EXPERIENCE 14999

Level: 11-12
Credit: ¼, ½, 1 or 2
Student Prerequisite: Completion or concurrent enrollment in 14012, 14039 or 14079
Purpose: To provide an employment program for office students. Content: An instructional plan which combines learning experiences gained through employment in the community and related school instruction. The work must be consistent with the occupational objectives of the student. Students are normally paid a minimum wage by the employer and are granted released time from school. Emphasis: Actual student employment.
Special Note: Students must work on the job at least ten hours each week for the entire school year to earn 1 credit.

VOCATIONAL TRADE AND INDUSTRIAL EDUCATION

PHILOSOPHY

Trade and industrial education is designed to prepare students to enter a specific occupation of his/her choice in the industrial trade or service occupations. A number of courses are developed, based upon an occupational analysis that make up a program. The program should provide the opportunity for the student enrolled to develop manipulative skills; secure technical knowledge, safety judgments, trade ethics, leadership abilities, and related occupational information which they need to secure employment in industry at a minimum of job entry level. The trade and industrial education programs include competency acquisition in areas such as designing, producing, processing, testing, modifying, maintaining, servicing or repairing of products typical of an industrial setting.

OBJECTIVES

1. To develop at least industrial job entry level competencies needed by individuals that will meet the requirements of the occupation for which the educational services are provided.

2. To provide instruction for those persons who need to upgrade their skills and knowledge in an occupation because of changing technology. (These classes are provided via a part-time adult process funded in part by the State Board for Vocational Education in cooperation with the LEA.)

3. To provide apprenticeship related instruction for persons who are in bona fide apprenticeship programs and are in need of acquiring related instruction. (In most cases these classes are provided at secondary facility settings. They are part of the part-time adult funding process.)

TEACHER PREPARATION

Teachers in programs approved and reimbursed by the State Board for Vocational Education will need to meet the requirements set forth in the North Dakota Vocational-Technical Education Program Standards.

SECONDARY

AUTO BODY 17031

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment in the auto body occupation. Content: All phases of repairing damaged bodies and fenders including metal straightening by hammering, smoothing areas by filing, grinding or sanding, concealment of imperfections, painting and replacement of body components, including trim. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

AUTO MECHANICS 17032

Level: 10-12
Credit: 2-4
Purpose: To prepare students for employment as auto mechanics. Content: Vehicle engine, power transmission, steering, brakes and electrical systems. Included in training is the use of diagnostic and testing equipment and tools used in the repair process. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

COMMERCIAL ART 17073

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment as commercial artists. Content: Application of art to the design of commercial products for the purpose of decorative, aesthetic effects and current styling consistent with the utilization value of such products. Also includes knowledge of products and production methods. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

BUILDING TRADES 17100
(Carpentry)

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment in construction. Content: Classroom and shop experience involving layout, fabrication, assembly, installation, and repair of structural units. Includes the care and use of hand and power tools; equipment and materials; common systems of frame construction and the principles involved; and drafting blueprint reading, applied mathematics and materials estimating. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

DRAFTING 17130

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment as drafters. Content: Theory, laboratory and shopwork related to gathering and translating data or specifications, including the aspects of planning, preparing and interpreting mechanical, architectural, structural, pneumatic, marine, electrical-electronic, topographical and other drawings and sketches. Experiences in drawings; in use of reproduction materials, equipment and processes; preparation of reports and data sheets for writing specifications; development of plan and process charges and drawings; and development of models. Emphasis: Skills and knowledge essential for employment.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

ELECTRONIC OCCUPATIONS 17150

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment in the electronics industry. Content: Theory, laboratory and shopwork as each relates to planning, producing, testing, assembling, installing and maintaining electronic communications equipment, industrial electronic equipment, including digital computers; new electronic systems, components and equipment; and control devices. Includes solid-state devices and components, low frequency modulation. Emphasis: Knowledge, understanding and skills essential for employment in electronics occupations.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

GRAPHIC ARTS OCCUPATIONS 17190
(Printing)

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment in graphic arts. Content: Theory, laboratory and shopwork as they relate to hot and cold typesetting, layout, composition, presswork, and binding, including flexography, lithography, photoengraving and other graphic arts related to the printing industry. Includes typographical layouts and designs, hand and machine typesetting, camera and plate work. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

MACHINE TOOL 17230

Level: 11-12
Credit: 1-2
Purpose: To prepare students to enter the machine tool operation. Content: Theory and shopwork related to the teaching of safe and intelligent operation of machines found in industry are emphasized. Included is practical application of theory which is required by the occupation. Units of instruction include safety, measurement, tools, cutting tools and speeds, lathes, milling shaper, grinders and other machine operation. Emphasis: Knowledge and skills essential for employment in machine tool operation occupations.

BASIC MACHINING 17235

Level: 11-12
Credit: 1-2
Purpose: To couple skills and knowledges with welding skills to provide employment opportunities in job shops, utility maintenance, equipment manufacturing industries, etc. Content: Layout; sequence of operations; setting up and operating fabricating metal removing machines and fitting parts together. Emphasis: Fabricating and assembling a variety of products.
Special Note: This program requires a full year or portions of a year coupled with a welding program of individualized instruction for each student.

WELDING 17236

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment as welders. Content: All types of metal welding, brazing, flame cutting, properties of metals, blueprint reading, electrical principles, welding symbols and mechanical drawing. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

SMALL ENGINE REPAIR 17310

Level: 11-12
Credit: 2-4
Purpose: To prepare students for employment as repair persons. Content: Maintaining and repairing of a variety of small engines such as lawnmowers, outboard motorboats, chain saws and rototillers. Includes principles of internal combustion engine operation, reading technical manuals and customer relations. Emphasis: Employment opportunities.
Special Note: This course requires a full two-year sequence of individualized instruction for each student.

COOPERATIVE WORK EXPERIENCE 17999

Level: 11-12
Credit: 1-2
Purpose: To allow students credit for work experience. Content: An instructional plan which combines regularly scheduled supervised employment in the community and school instruction. The job must be consistent with the occupational objectives of students. Students are normally paid a minimum wage by the employer and are granted released time from school.

Note: Trade and industrial education is intended for students who need, want, and can benefit from such education. Trade and industry programs are part of career education and for many students provides the preparation level for entering occupations as recognized in industry. Where industrial arts programs are a part of the curriculum in a school setting, meaningful experiences are provided students to allow them the opportunity to make informed career preparation choices. Every effort should be provided to allow for students who demonstrate aptitude and interest in industrial arts programming to enter trade and industry programs to suit their needs and prepare for job entry level skills to enter the workforce.

Special Note: A minimum of 360 hours of actual on the job experience is required for 1 credit.